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ABSTRACT

Presented are teacher's instructions and materials designed to teach the reading of ink print materials with the Optacon to blind children on the primary level. The teacher's manual includes an introduction to the beginning reading materials, suggestions for adapting Optacon materials to individual student programs, and guidelines for five pre-reading lessons: equipment orientation, field orientation, orientation to numbers, tracking using the tracking aid, and whole word pattern recognition. A major portion of the document consists of the instructional materials for the pre-reading lessons and for stories coordinated with, but not restricted to use with, five books in the Harper and Row Basic Reading Program. Also included is a story printed in delegate type (a typeface frequently used in elementary texts). Appended are a list of vocabulary words introduced in each section and the Dolch Basic Vocabulary List. (LS)

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OPTACON INSTRUCTIONAL MATERIALS

Primary Level; A Whole-Word Approach to Beginning Reading

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Vocabulary and Lesson Structure Coordinated with
Harper & Row Basic Reading Program

Janet and Mark
Outdoors and In
City Days, City Ways
Just for Fun
Around the Corner

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Introduction to Beginning Reading Materials

Learning to read with the Optacon can be an exciting and rewarding experience for the beginning reader. This will be particularly true if the teacher is patient and supportive of the child, readily providing verbal reinforcement and help in tracking.

At the outset, it is necessary that the teacher take the time to acquaint the student with the device itself, how the symbols and words will feel, and how to discriminate shapes. It is equally important that each student develop good study habits and good word attack skills.

Separate teacher instructions for five preliminary steps are on lettered pages a to v; student materials begin on page 1.

The pages numbered 12 through 81 contain stories that are coordinated with the Harper & Row Basic Reading Program. These pages can be divided into five sections, each of which goes along with one of the five books in the Harper & Row Series. Note that the use of the AIR instructional materials is by no means restricted to schools where the Harper & Row texts are in use.

You will note that some instructions to the teacher are on the same pages as the material for the student's reading practice. This should present no problem if the student who is doing his own tracking is reminded that he should go down to the next line when he encounters the black "stop" square. The instructions given on pages 12-81 are briefer than those given with the preliminary steps. The materials on these pages continue building the student's reading skills using the whole-word approach. When introducing a new word, the teacher should follow this sequence:

1) Say the word out loud several times while you or the student track over the whole word.

2) Help the student feel each letter of the word, reminding him of similar words, familiar letters or letter combinations. (Raised thermoform letters in the back of this manual can be helpful here.)

3) Track across the whole word again saying the whole word out loud.

4) Encourage the student to guess what the word might be from the context, especially later on in the materials.

Lists of the new vocabulary words introduced in each section of these materials make up Appendix I. The teacher may wish to have the student go over these lists at the end of each section to make sure he has learned to recognize and read each of the words.

The lessons on pages 82 through 85 are printed in another typeface, delegate type. This is a typeface frequently used in elementary texts. Explain this to the student when you introduce the letters in this new typeface. Page 82 will provide some initial exposure to familiar words in this typeface. Be sure to help the student with this page. The alphabet at the bottom of the page can be used to help the student compare the new typeface with the letter gothic typeface used in the basic materials. Note that the delegate typeface differs from the letter gothic in three respects:

- The delegate letters have serifs at the tops and bottoms of the letters (compare h's).
- The delegate letters have variable thickness at some points (compare v's).
- The delegate letters are sometimes a different shape (compare g's).

"Mother's Surprise," the story in delegate type on pages 82 through 85, uses the vocabulary which the student has already learned, together with ten new words. This is an original story. There is no similar story in Real and Make-Believe.

Once the student is able to read these final sheets in the delegate typeface, encourage him to try to read a text or other book that is printed on good paper in this same typeface.

Adapting Optacon Materials to Individual Student Programs C.

These materials have been designed to teach the reading of ink print materials with the Optacon to blind children who are just beginning to read. The lesson structure and vocabulary are coordinated with that found in Harper & Row's Basic Reading Program. If the visually handicapped child is in a classroom where these texts are being used, his use of the Optacon will be reinforced daily as he hears his classmates use the vocabulary that he is simultaneously encountering with the Optacon materials. Further reinforcement of the basic vocabulary would occur if the child is using brailled editions of these same texts.

It the student's class is using some other basic reading text, the teacher may wish to make a comparison of the Optacon materials with the progression of lessons in the student's braille text. To simplify this process, lists of new vocabulary words introduced in each section of the Optacon materials appear in Appendix I. Each new vocabulary word is also marked in the margin of the Optacon materials as it is introduced.

Appendix II is a list of the 220 words most frequently used in English-language reading material. The words on this list which do not appear in the Optacon materials are marked with asterisks. This list might be helpful in working with the student after he has completed the Optacon materials and is beginning to read regular printed texts. The teacher might wish to note those words in the appendix that the student has not already encountered in this manual.

If time and resources permit, the teacher might wish to develop supplementary materials for use with the Optacon. For instance, the child using a braille text other than the Janet and Mark series might find additional motivation if he encounters many of the same basic words and proper names with his Optacon as appear in his braille text.

If a teacher does wish to prepare special supplementary materials tailored to an individual child's program, it is strongly suggested that letter gothic typeface be used (most easily accomplished by using an IBM Selectric typewriter), and that the teacher follow the same page format established in these materials.

Teacher Instructions

Pre-reading Lesson 1: Equipment Orientation d.

Begin each student's training with the Optacon by familiarizing him with the equipment. Follow these substeps in orienting the child to the pieces of the Optacon and what they are used for.

1) Place the Optacon and the tracking aid in front of the student, so that the Optacon is to the left of the tracking aid and in front of the student's left hand, and the tracking aid is in front of the student's right hand. If there is a visual display box, this is usually set behind the Optacon and the tracking aid so that it is visible to the teacher but well out of the student's way.

2) Guide the student's hands over each of the pieces of equipment, telling him the name and purpose of each piece of equipment. Let him become familiar with where each item is located and how each is angled with respect to the table top, angled according to the natural fall of the student's arms on the table top.

3) Help the student to find a comfortable position for use of the Optacon. Make sure that tables and chairs are the right height for the student. Encourage him to find a comfortable placement of the Optacon and tracking aid in front of him, making sure the Optacon is on the left for right handed students.

4) Set the intensity on the Optacon close to zero. Tell the student that he will feel a slight tingling sensation on his finger. Make it clear to him that this is not an electrical shock, but the action of tiny rods that vibrate or move very quickly.

5) Help the student to place his left index finger on the groove. Gradually increase the intensity so that the student will become

accustomed to the vibrating sensation. At first the student may want to work with the Optacon for short periods of time, but he will soon build a tolerance for the tactile stimulation.

6) Now go on to lesson 2, which consists of orienting the student to the tactile field of the Optacon. In this section the teacher will track over the lines for the student. The following pages (f through h) contain teacher's instructions for this lesson. The numbered statements correspond to lines on the students' lessons beginning on page 1. It is suggested that the teacher read these statements aloud or paraphrase them as the child becomes ready to feel each new line of material.

Be alert that the student seats his hand and finger properly in the Optacon. It is particularly important that the left index finger be flat and fairly stable on the tactile arrays. Watch also that the student's left thumb does not inadvertently move the threshold knob on the front of the Optacon as this will affect the tactile image.

Read the following statements aloud or paraphrase them as the student becomes ready to feel each line on pages 1 through 4.

[NOTE: Set the intensity low, adjust the zoom on the camera so that the box on line number two is just within the field.]

SAY:

Line 1 - Put your left hand in the opening of the Optacon. You will feel a flat ledge with a groove. The groove is the part that is curved. Put your first finger flat in it. (Show) You should feel something vibrating. These vibrators will help you to feel different shapes. Run your finger back and forth so that you can feel the top, bottom and sides of the vibrating area. As you learn to use the Optacon we will say "stop" to you at the end of each line by using the shape you are feeling now. This shape is like a filled in box. It will mean to "stop" and go back to the next line of instruction.

[NOTE: Pencils or toothpicks or any other straight rods that are handy might be used to help the student anticipate what he is supposed to feel in the following exercises when he is asked to find a box, a "standing-up line," a "lying-down line," pairs of lines, etc. The thermoform sheets of raised letters contain an O, which can be used for the circle, and a diagonal line.]

2 - Here is the shape of a box. Find the top of the box. Move your finger around the whole box. Now, lay your finger down flat. Try to get the top near the tip of your finger. Can you feel both the top and the bottom? Can you feel both sides at once? Can you feel the box shape? Keep your finger flat in this position.

3 - Here is a line that goes up and down, like it is standing up. Tell me each time a standing-up line passes your finger.

4 - Some of the shapes which you will feel now are just one standing-up line. Others are two standing-up lines together. Tell me when there are two standing-up lines close together, and when there is just one.

5 - The shapes you will feel now are two standing-up lines together. One of the lines is shorter than the other one. Which line is shorter, the first one or the second one?

6 - Here is a line that is lying down. Tell me each time one of these lying-down lines passes your finger.

7 - Some of the shapes you will feel now are lying-down lines all alone. Sometimes there will be two together. Tell me which of these lying-down lines are together.

8 - The shapes you will feel now are two lying-down lines together. One of the lines is shorter than the other one. Which line is shorter, the top one or the bottom one?

9 - Here is a row of boxes. Some of the boxes have a side missing. Tell me each time you find one that is missing a side. Which side is missing?

10 - Here is another row of boxes. Tell me each time you find one that is missing a top or a bottom. Which is missing, the top or the bottom?

11 - Here is a part of the box you just felt. It is a standing-up line with a lying-down line at the bottom. Some of the lines don't have a line attached at the bottom. Tell me which ones don't have a bottom line.

12 - Here is a standing-up line with a lying-down line at the top. Tell me which ones are missing tops.

13 - Tell me which of these shapes have lying-down lines at the top and which ones have lying-down lines at the bottom.

14 - Here is a circle. Tell me each time a circle passes your finger.

15 - Here are some more circles. Some of these circles are by themselves and sometimes there are two together. Tell me when there are two circles together, and when there is just one circle all by itself.

Line 16 - Here are some more circles. Some of them are taller than others. Tell me when the circles are taller than the first circle.

17 - On this row there are more circles. Some of them are open on one side. Tell me which ones are open.

18 - Here is another row of circles. Some of these circles have lines sticking up on the left side. Tell me which circles have lines sticking up.

19 - Here is another row of circles. This time some of them have lines sticking down on the left side. Tell me which ones have lines sticking down.

20 - Here is a diagonal line. A diagonal line runs from corner to corner, as if it were falling over. Tell me each time a diagonal line passes your finger.

21 - On this row there are diagonal lines and standing-up lines. Tell me which ones are diagonal lines.

22 - Here is a row of curved shaped and diagonal lines. Tell me which ones are the diagonal lines.

23 - Here is a row of diagonal lines that cross each other. Find the ones that are smaller than the first one.

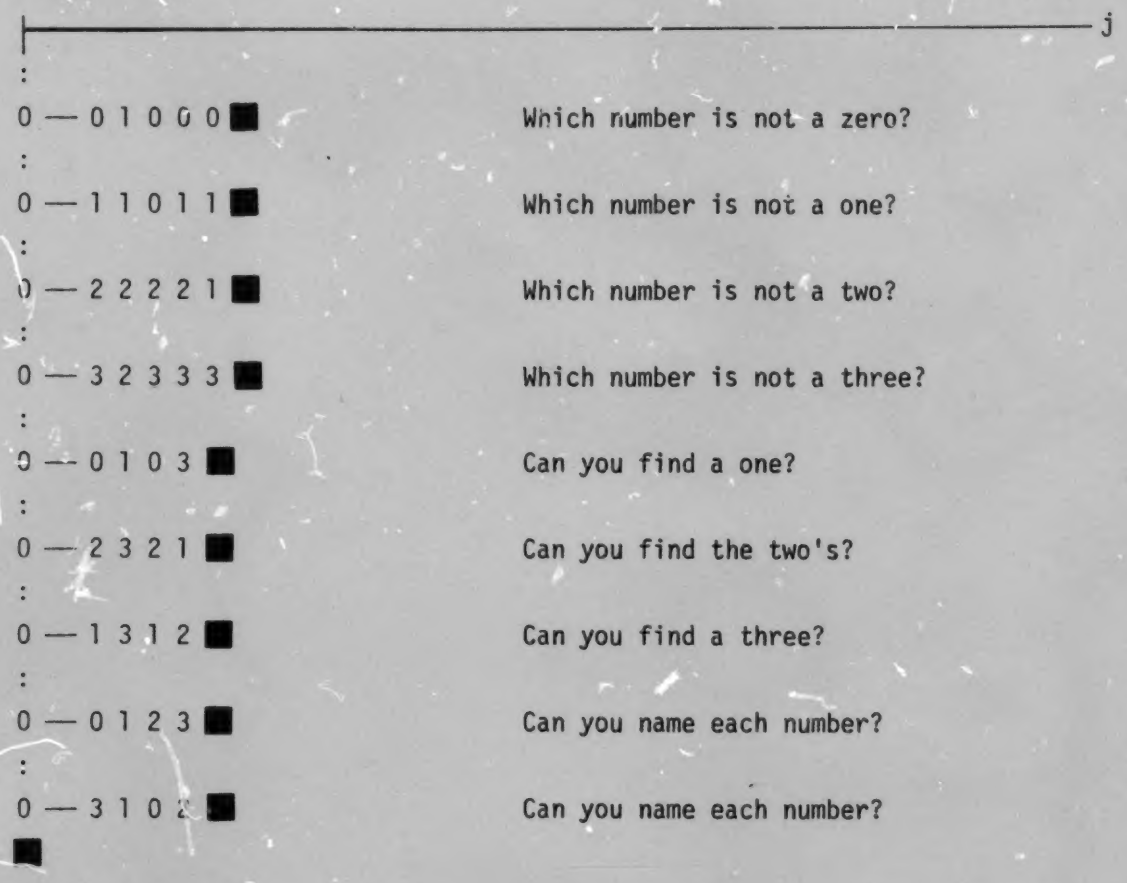
24 - Here are some shapes with straight lines up and down. Some of them have diagonal lines too. Tell me which ones have diagonal lines.

Now, go on to Pre-reading Lesson 3, Orientation to Numbers.

Pages 5, 6, and 7 will serve to introduce the student to numbers. The numbers also appear on the thermoform sheets, and these raised numbers ought to be used to help the student anticipate what the number should feel like with the Optacon. The following pages are duplicates of student pages 5, 6, and 7, but give statements which the teacher might use in guiding the student beside each line of instruction. The teacher should do the tracking on these pages, but it may seem desirable to begin getting the student accustomed to using his right hand by having him hold the camera and guiding both his hand and the camera over the materials.

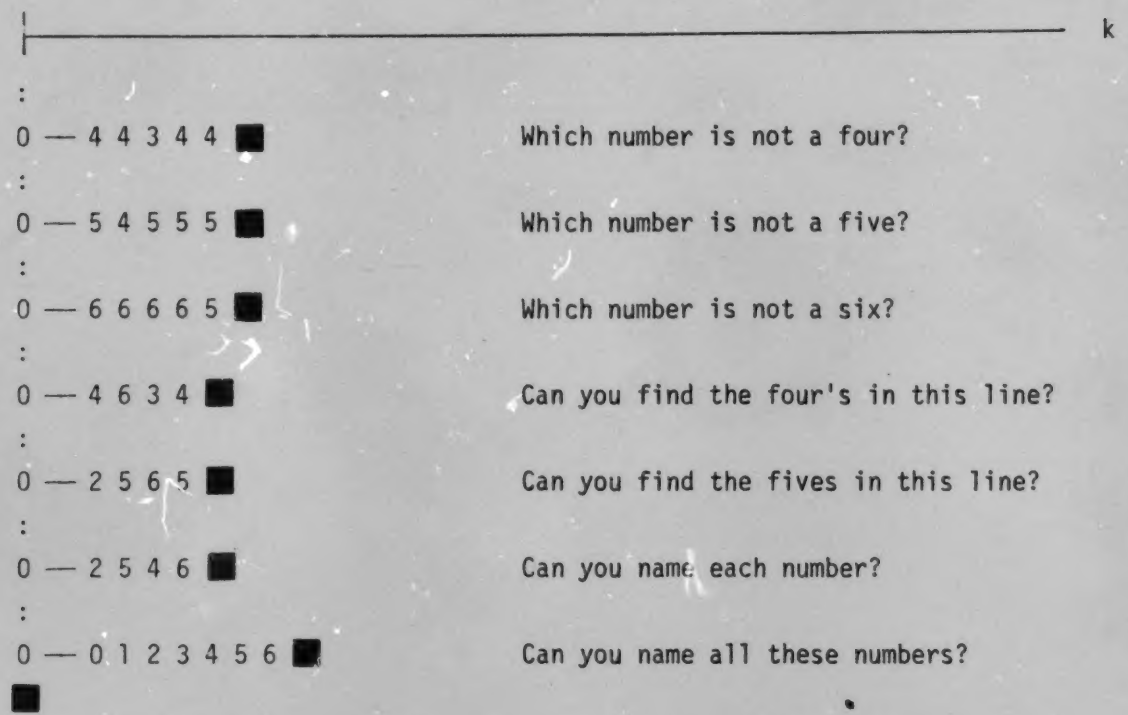
Teacher Instructions

Pre-reading Lesson 3: Orientation to Numbers


j
0 — 0 1 0 0 0
Which number is not a zero?
0 — 1 1 0 1 1
Which number is not a one?
0 — 2 2 2 2 1
Which number is not a two?
0 — 3 2 3 3 3
Which number is not a three?
0 — 0 1 0 3
Can you find a one?
0 — 2 3 2 1
Can you find the two's?
0 — 1 3 1 2
Can you find a three?
0 — 0 1 2 3
Can you name each number?
0 — 3 1 0 2
Can you name each number?

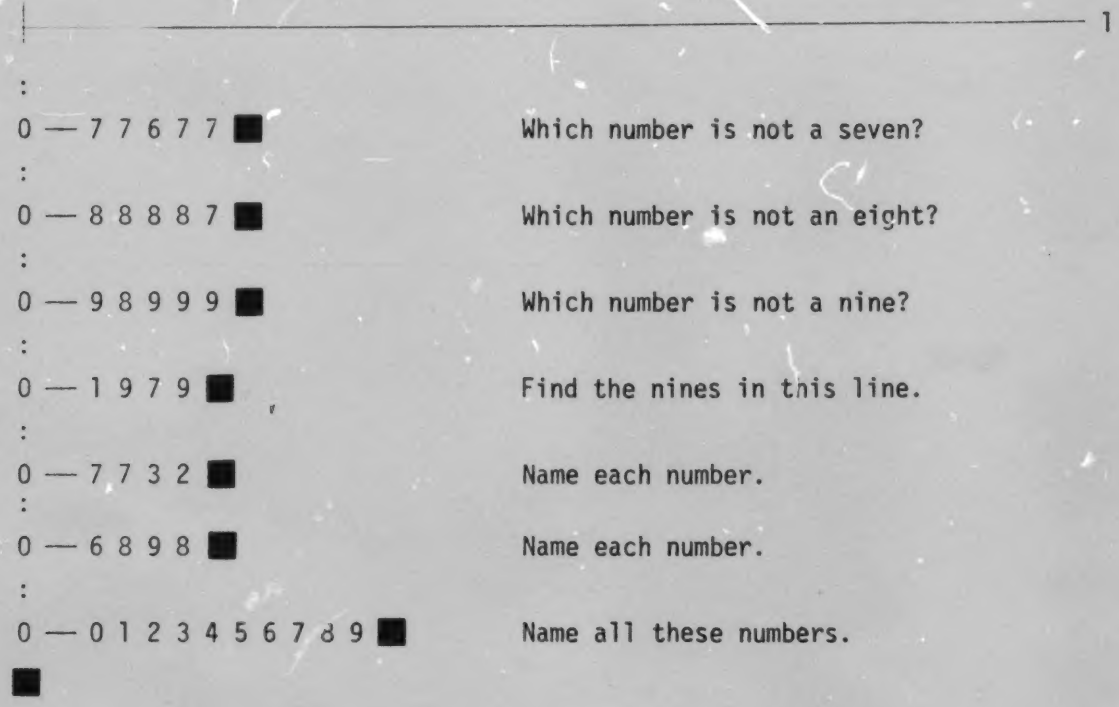
Teacher Instructions

Preliminary Lesson 3: Orientation to Numbers


k
0 — 4 4 3 4 4
Which number is not a four?
0 — 5 4 5 5 5
Which number is not a five?
0 — 6 6 6 6 5
Which number is not a six?
0 — 4 6 3 4
Can you find the four's in this line?
0 — 2 5 6 5
Can you find the fives in this line?
0 — 2 5 4 6
Can you name each number?
0 — 0 1 2 3 4 5 6
Can you name all these numbers?

Teacher Instructions

Pre-reading Lesson 3: Orientation to Numbers


1
0 — 7 7 6 7 7
Which number is not a seven?
0 — 8 8 8 8 7
Which number is not an eight?
0 — 9 8 9 9 9
Which number is not a nine?
0 — 1 9 7 9
Find the nines in this line.
0 — 7 7 3 2
Name each number.
0 — 6 8 9 8
Name each number.
0 — 0 1 2 3 4 5 6 7 8 9
Name all these numbers.

Pre-reading Lesson 4: Tracking Using the Tracking Aid (Model T1-B) m.
Instructional Materials Page 8

This step may be deferred until later if the teacher believes the child is not ready for self-guided tracking.

Attach the camera to the movable arm and loosen the screw on the side so that the arm is free to move up and down, as well as across the page. Fasten the sheet of paper in place on the tracking aid.

When the Optacon is in position to be used with the tracking aid, have the student sit down. Guide his hands over the parts of the tracking aid as was done in Pre-reading Lesson 1. Remind him of the way the tracking aid is constructed and how it works.

Have the student find the top of the page with his right hand while he is holding the camera. Then have him put his left hand in the Optacon, ready to feel the vibrators. Rest your hand lightly on the tracking aid guide bar so that you can provide a steadying influence as the child begins to move the camera.

Say to the student: Find the top of the page. Pull the camera down until you feel a line going across your finger. This line is near the top of the page and it goes from one side of the page to the other. Move the camera to the left along this line until you feel something that is different. At the end of the line you will feel a smaller line that runs up and down. This line tells you that this is the place to pull the camera down (towards yourself). If you pull the camera straight down a very short distance, you will feel two dots. Keep pulling the camera down very slowly and you will soon feel the first number. (Note: It is usually necessary to guide the student's hand the first time he attempts this exercise. If so, guide the student and then let him do it on his own until he has some degree of confidence.)

[NOTE: Lines 1-3 give practice in positioning the camera. During this practice try to get the student to think about where he is feeling the sensation on his finger. If the student seems to be having difficulty with any of the exercises, have him repeat them as many times as seems necessary.]

Teacher Instructions

Pre-reading Lesson 4: Tracking Using the Tracking Aid n.

SAY:

Line 1 - Begin with the camera on the number 1. As you move the camera to the right you will feel a line going across your finger. In these lessons each line of instruction will have a number which will be followed by this line. Next, you will feel a zero. As you move the camera to the right, again, you will feel a lot of short lines going across your finger. Keep these lines centered so that you feel them vibrating in the middle of your finger. If you move the camera too far up or too far down, you will also feel a solid line. Try to track all the way across the page without touching either of the solid lines.

2 - As you move to the right you will again find the short lines. This time they are near the bottom of the zero. Keep these lines low as you track so that you feel them vibrating near the bottom of the pins. Again, if you drift up or down you will feel a second line. Track across the page keeping the lines low and trying not to touch the solid lines.

3 - This exercise is the same as before, but this time the short lines are near the top of the zero. Track across the page trying not to touch the solid lines.

4 - This is a practice tracking across short shapes or symbols. Try to keep the symbols in the middle of the vibrating pins.

5 - This is a practice tracking across tall symbols. Try to keep these tall symbols in the middle of the vibrating pins.

6 - Some of the symbols on this line have a line or tail hanging down from them. The other symbols on the line are both tall and short. Try not to lose any of the symbols as you track across the line.

7-9 Line 7 is a practice tracking across open spaces. You will find a circle after the number 7. Try to track straight across the page and find the circle on the other side without losing your place.

Line 7-9
cont'd. If you drift up or down you will find a straight line. If you miss the circle you will come to an up and down line. Now, try it again on line 8. The empty space is a little longer. Now, let's try tracking on the next line. Very good.

This is the end of this lesson. Have fun tracking.

The following lessons are designed to introduce the student to reading through what is known as the whole word approach. In this approach the initial emphasis is on the entire word to be learned, rather than on the individual letters and letter sounds. Typically in this approach, the student is introduced gradually to a small number of whole words. He then begins to break the words down into the individual letters and their corresponding sounds. Beginning letters in words are used to reinforce letter sounds. As he progresses, the child learns more complex combinations of letters and letter sounds such as consonant blends, ending consonants, vowels and syllables. Each phonic element that is learned is then applied to all the new words that are subsequently encountered.

With the Optacon, the student's task in recognizing the whole word is a little different. Since he must scan across whole words letter by letter, he is first given practice in using cues like the shapes of whole words and the length of the words to distinguish one word from other similar words. The sequence of steps that should be taken when a new word is encountered are as follows:

1) Introduce the sound of the whole word and have the student feel the whole word several times while you do the tracking. Note the things about the shape of that word that make it different (e.g., there are several letters that feel alike in the middle, there is a letter with a tail hanging down at the end).

2) Next, go back over the word looking for individual letters. Be sure to use the raised thermoform letters to help the student anticipate what he is to feel on the Optacon, and to help him note what it is about each letter that makes it different from another (e.g., this is the part of the letter y that hangs down, capital A has slanting sides).

3) When each letter of the word has been examined, help the student track across the word again to reinforce the pattern. Give the student hints and plenty of reinforcement.

4) In some cases, when a new word is introduced it is helpful to have the student look for similarities to words he already knows or familiar patterns of letters (e.g., mention familiar words beginning with a "th" combination).

5) As the student begins to encounter sentences, encourage him to rely on the context of the sentence to anticipate what the word will be.

Teacher Instructions

Pre-reading Lesson 5: Whole Word Pattern Recognition r.
Instructional Materials Page 9

SAY:

Line 1 - Here is the word "a." Feel that there is only one letter in this word. (Use the raised thermoform sheet.) Here is what the letter "a" is shaped like. Now, let's feel the whole word again on the Optacon. (When "an" is reached) Did that feel like the word "a"? It was the word "an." It is a little longer because it has an "a" and an "n" (thermoform). Here's what the "n" feels like. Now, let's feel some words with the Optacon and you tell me which ones are "a" and which ones are "an."

2 - Here is a new word -- "and." How does it feel? Why does it feel different than "an"? (Use the raised thermoform letters to show the student the "d.")

3 - Now, you have learned these words, "a," "an," "and." Let's read these three words on this line. Tell me each time you find "and" with a "d" sticking up.

4 - Here is the word "it." (Thermoform). Feel the letters "i" and "t." Which word on this line is not the word "it"? The word is "is." (Use the thermoform sheet to show the student the height difference between "t" and "s," and that both words begin with an "i" line.)

5 - (Have the student go over the line and tell you each word.)

6 - On this line you have the word "is" and another word. The new word starts with "i" but the second letter is not an "s." Can you find it? It is the word "in." (Use the thermoform letters to help the student feel the difference between the "s" and "n".) Can you find the word "in" again?

7 - Now, you have learned in, is, it. Can you read each word on this line?

Line 8 - This is the way the word "he" feels. (Track with the Optacon and then use the thermoform). One of the words in this line is not "he." Can you find it? Why is it different? (It is longer and has a "t" at the beginning.) Feel the way the word starts with "th." (Use the Optacon and thermoform.)

9 - You've learned "he" and "the." Let's read each word in this line. Remember to feel for the "t" and "h" together.

10 - Find the new word in this line. How is it different? (Longer, line hanging down). This is the word "they." (Use the thermoform for the letter "y.")

11 - Tell me each time you find the word "they" in this line. Remember to feel for the line hanging down.

12 - Now you've learned to read he, the, and they. Tell me each word you read on this line. Very good, now we'll go to another page and learn to read a name.

SAY:

Line 1 - (Tracking with the Optacon.) Here is the word "socks"; like the socks that are worn on feet. (Next, with the thermoform.) Here are the letters in "socks." Let's feel it again on the Optacon. (Track several socks, then Socks.) Did the last word feel a little different? It started with a big letter. It was a capital "S." Names of people or pets or places start with big capital letters. This Socks is a name.

2 - This line has socks all the way across. Which words start with the big capital letter?

3 - Here is the word "see." (Feel it on the Optacon and thermoform.) Which words are "see" and which ones are "socks"?

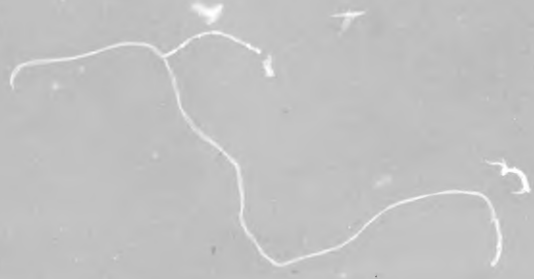
4 - Tell me each time you find the name Socks starting with a capital letter.

5 - (Optacon) Here is a new word, "do." (Thermoform.) Here are the letters "d" and "o." (Optacon.) Find the word in this line that is different from "do." What is different about it? (Thermoform--here's what a "g" feels like.) The word is "dog."

6 - Let's read each word on this line.

7 - Here is a whole sentence you can read. It uses four words you have already learned. Maybe you can guess what the last word in the sentence is after you have read the first three words. (After tracking three words stop and have the student guess. If the student needs an additional cue, have him feel the "d" in dog. Don't wait too long to present the rest of the word if he can't guess from those cues.)

Line 8 - Here is another sentence. The last word is a new word. Maybe you can guess what it is. (After tracking through "dog," stop and let the student guess what the word will be. Hint if necessary. Then, track across "house" so he can learn the new word. He may like to read the sentence over again.) Now, we will go to a new page and learn about a girl and a boy.



Teacher Instructions
Pre-reading Lesson 5: Whole Word Pattern Recognition v.
Instructional Materials Page 11

SAY:

Line 1 - Janet is a name that will be in your next lessons. The first letter of a name is a big letter. (Feel the thermoform letters.)

2 - Mark is another name. (Feel the thermoform letters.)

3 - Here is a name you already know. What is it?

4 - Can you read each name?

5 - Read these names next.

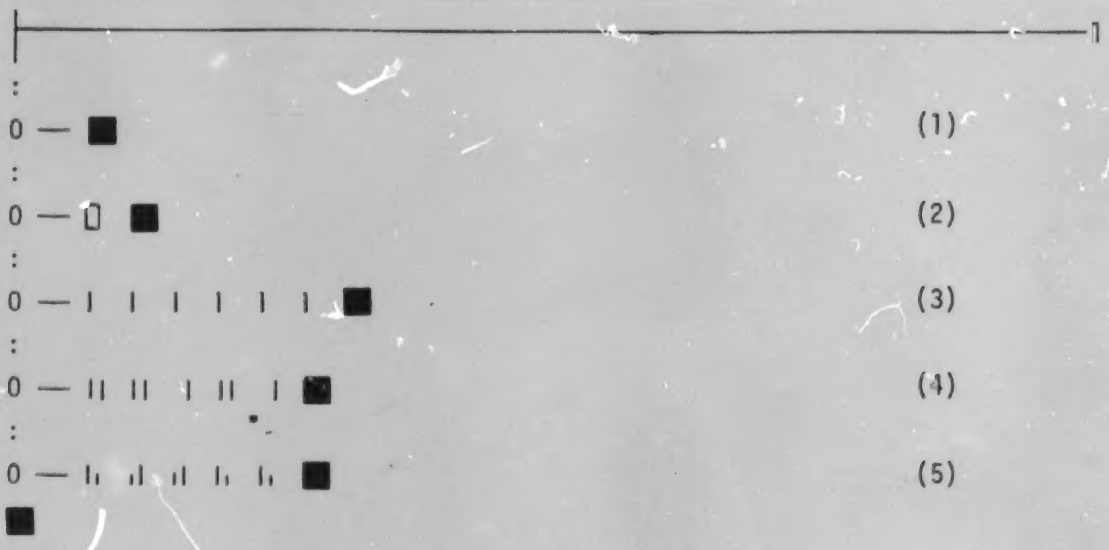
6 - Here is a new word, "come." It can start with a capital letter or a small letter. If it starts with a capital letter, it means the word begins the next sentence.

7 - Here is a word you already know. Sometimes it starts a sentence and sometimes it doesn't.

8-11 - Here are sentences made up of words you know. (Introduce the comma.)

12 - Here is the word "I." It is always a capital when it is standing alone. What does the sentence say? (NOTE: The teacher should be alert to the fact that the child, being blind, is reading a sentence which is implausible. However, the intent of this instruction is to recognize words and sentences, such as are typically found in print, rather than to reflect only a "blind" world.)

13-14 What do these sentences say?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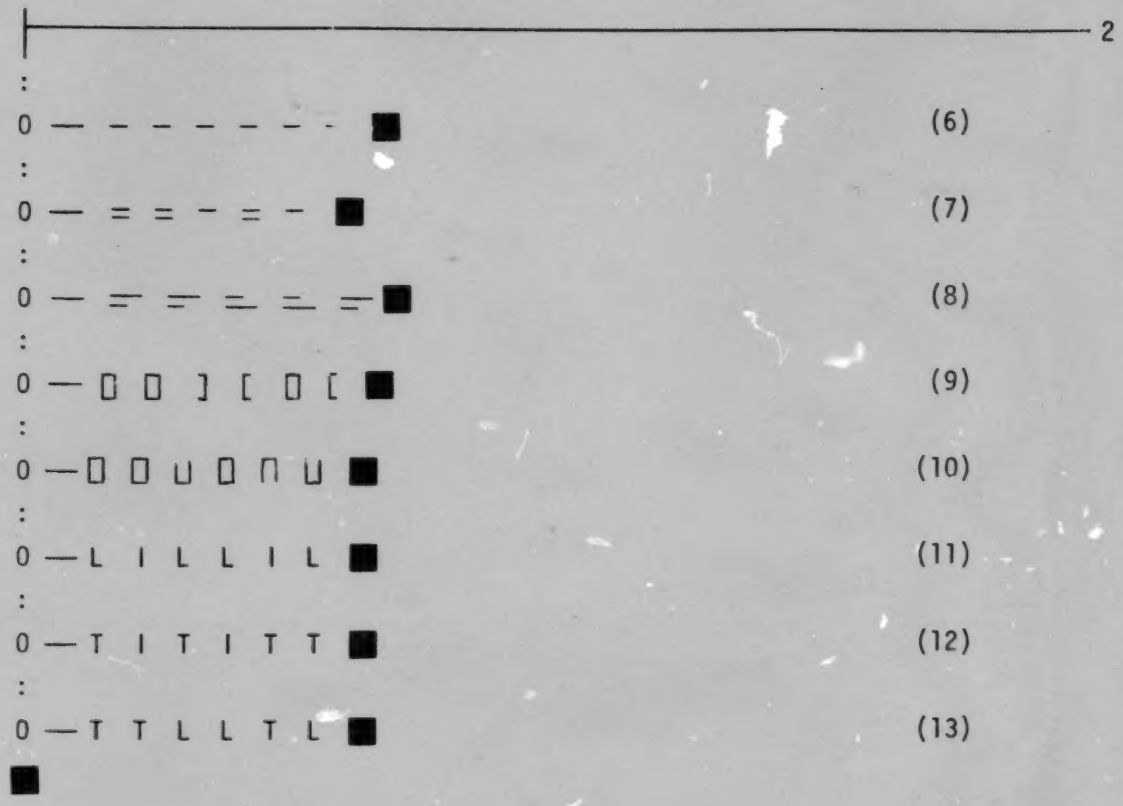
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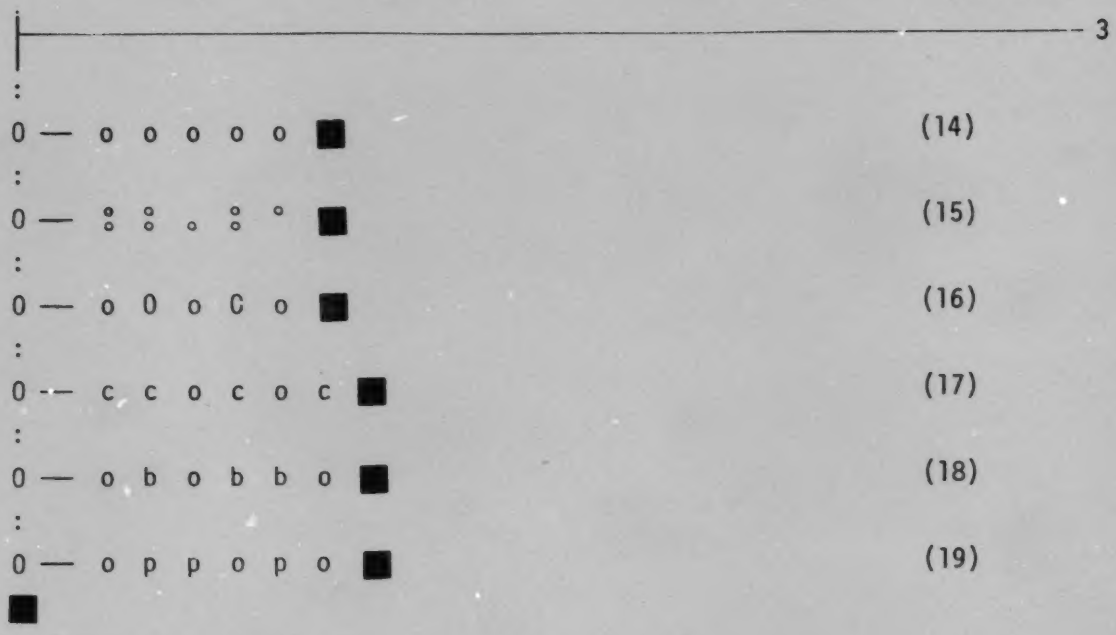
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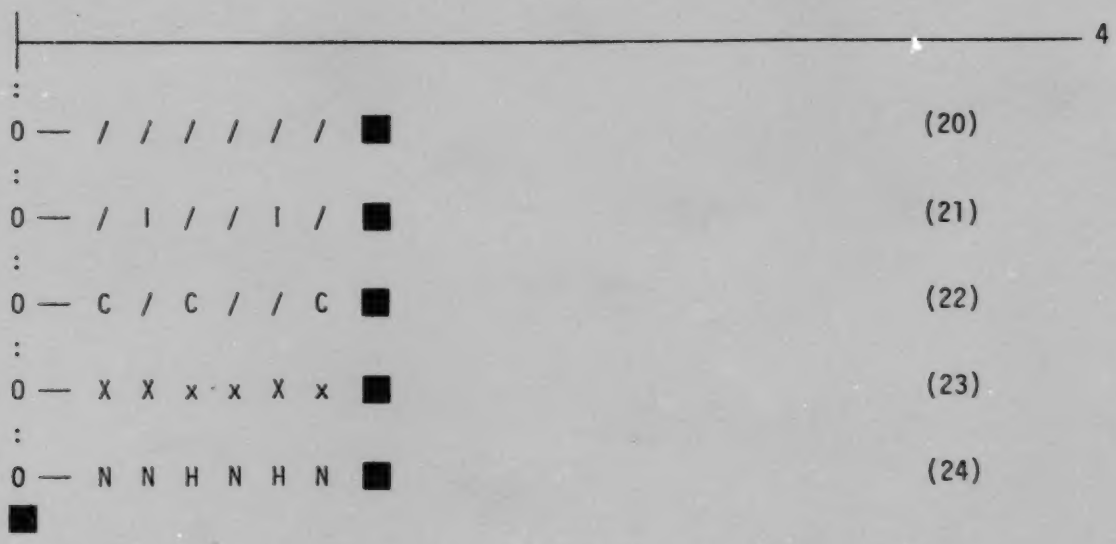
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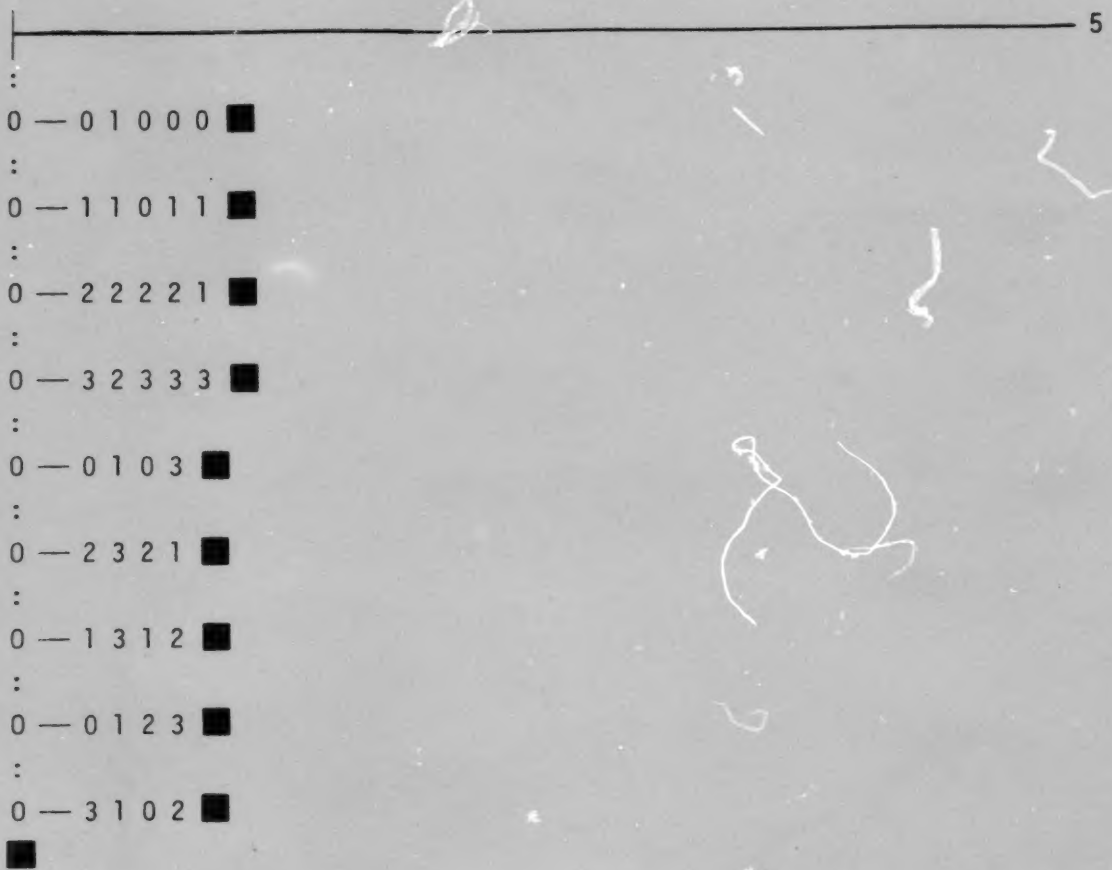
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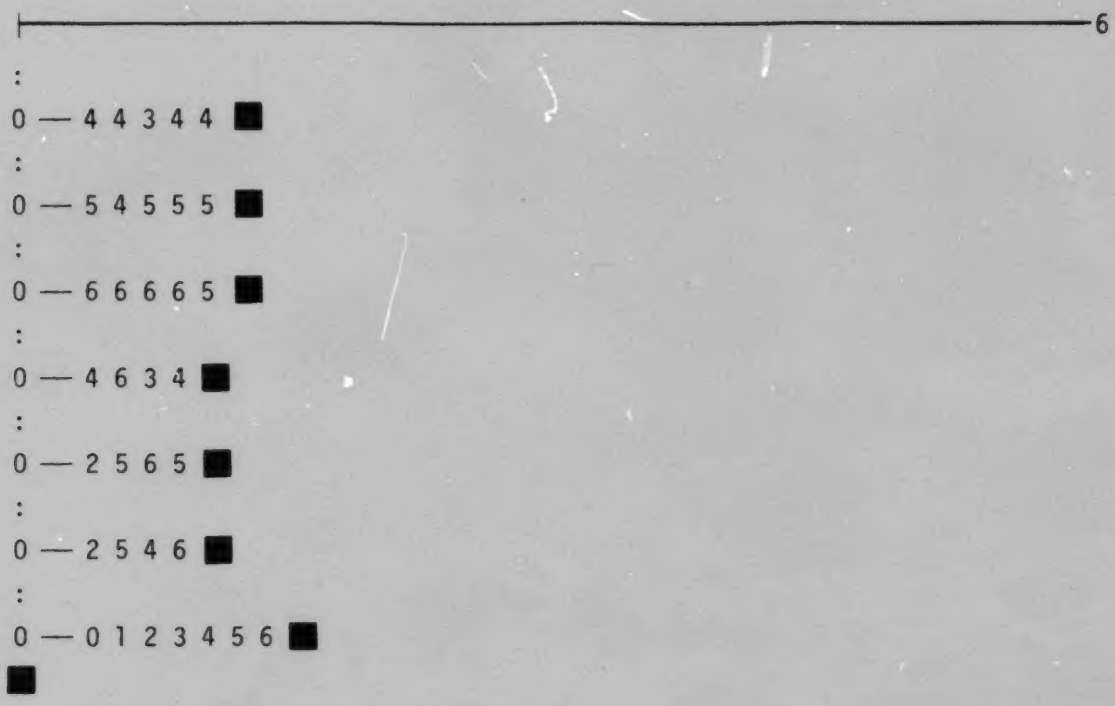
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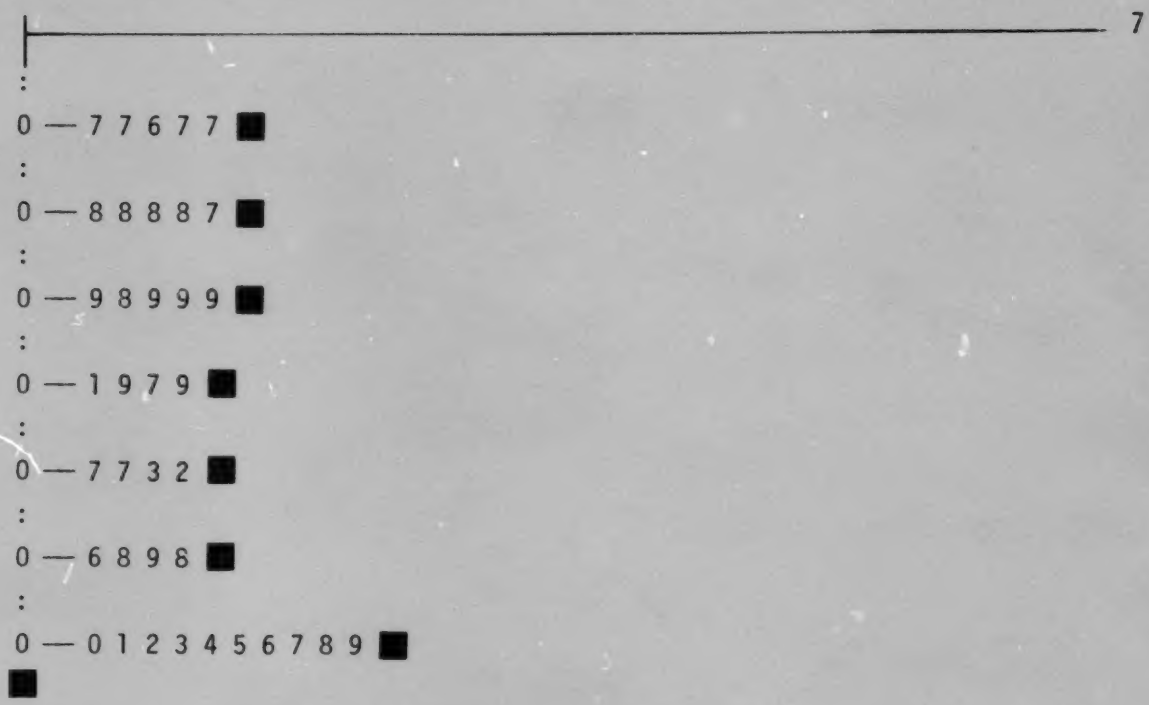
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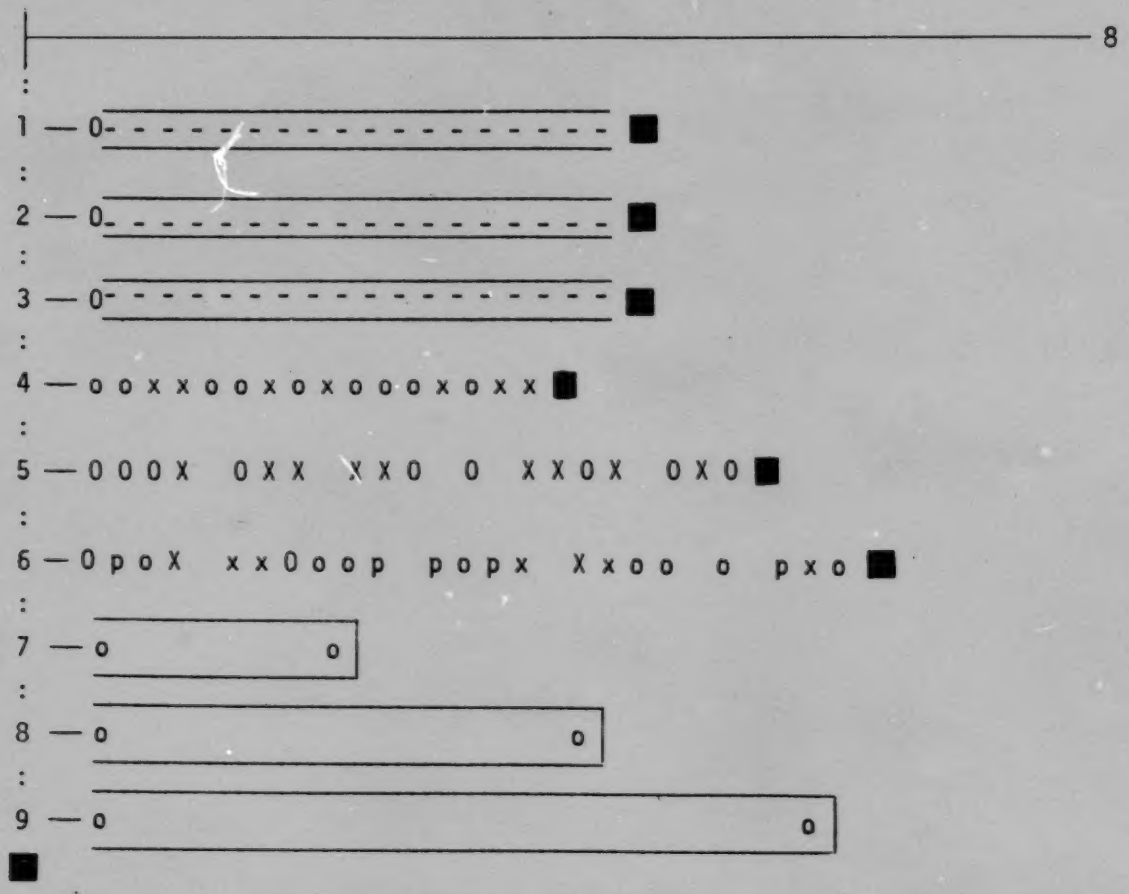
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9

:

1 — a a an an an a an a ■ (Introduce "a", "an")

:

2 — and and an an and an ■ (Introduce "and")

:

3 — an a and a an and ■

:

4 — it it it is it ■ (Introduce "it", "is")

:

5 — is it it is is ■

:

6 — is is in is in ■ (Introduce "in")

:

7 — is it it is in is ■

:

8 — he he he the he ■ (Introduce "he", "the")

:

9 — the he he the he ■

:

10 — the they the the they ■ (Introduce "they")

:

11 — the the they they the ■

:

12 — he the they they he the ■

■

:

1 — socks socks socks Socks ■ (Introduce "socks")

:

2 — Socks socks Socks Socks socks ■

:

3 — see see Socks Socks see ■ (Introduce "see")

:

4 — see Socks socks see Socks ■

:

5 — do do dog do do ■ (Introduce "do," "dog")

:

6 — dog do do dog dog do ■

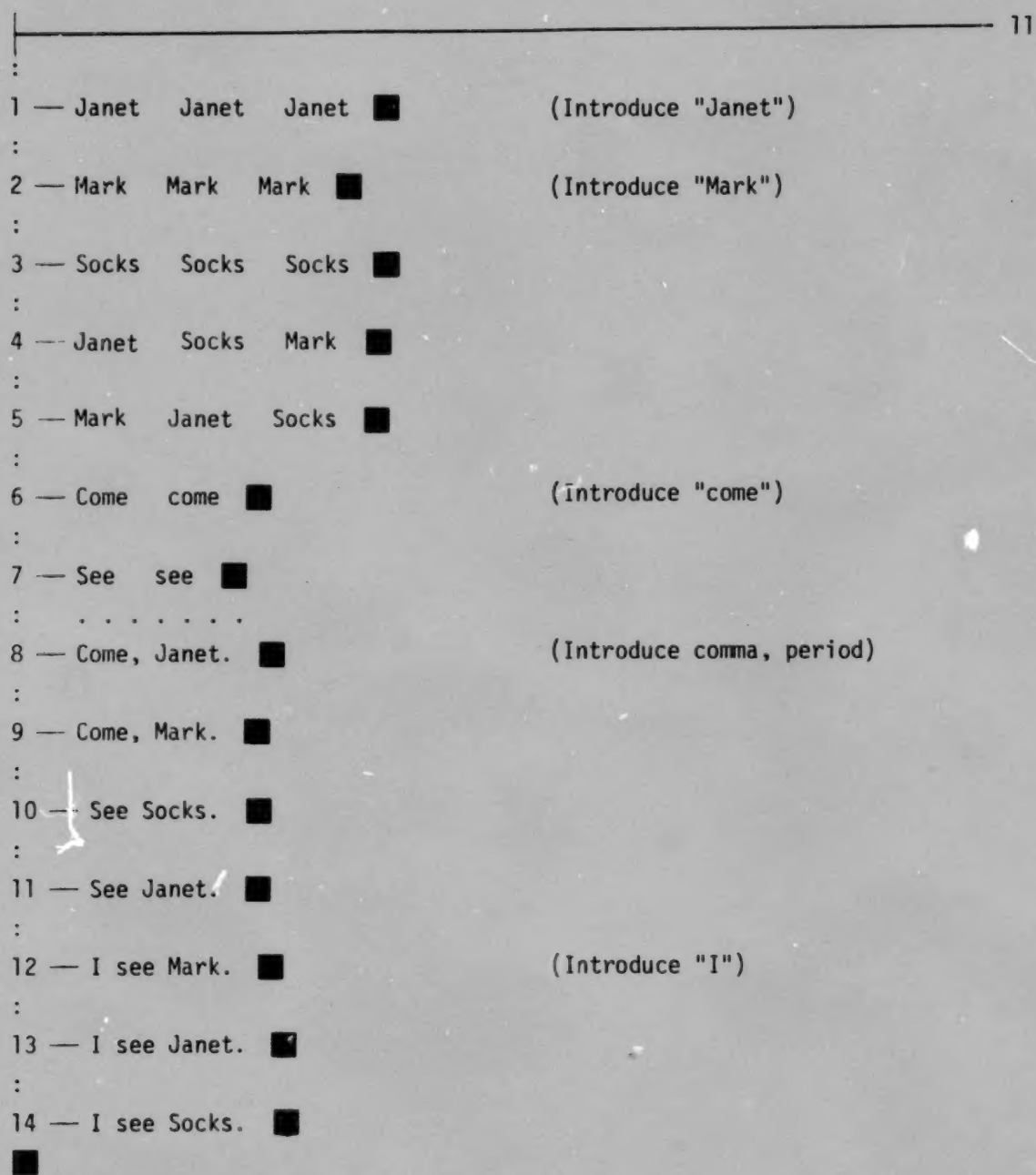
:

7 — Socks is a dog ■

:

8 — Socks is in the dog house ■ (Indroduce "house")

■


11
1 — Janet Janet Janet ■ (Introduce "Janet")
2 — Mark Mark Mark ■ (Introduce "Mark")
3 — Socks Socks Socks ■
4 — Janet Socks Mark ■
5 — Mark Janet Socks ■
6 — Come come ■ (Introduce "come")
7 — See see ■
8 — Come, Janet. ■ (Introduce comma, period)
9 — Come, Mark. ■
10 — See Socks. ■
11 — See Janet. ■
12 — I see Mark. ■ (Introduce "I")
13 — I see Janet. ■
14 — I see Socks. ■
■

:

1 — here here here here ■ (Can you read the letters in the first word? The word is "here".)

:

2 — Here here here Here ■ (Can you tell which words begin with capital letters?)

:

3 — Come here. ■ (Let's read these sentences.)

:

4 — Here comes Janet. ■ (In this sentence we will add the letter "s" to a word we already know.)

:

5 — jump jump jump ■

:

6 — jump jump Jump Jump jump ■ (Tell me which words begin with a capital letter.)

:

7 — Jump, Janet. ■ (Read these sentences.)

:

8 — Jump, Mark. ■

:

9 — See Mark jump. ■

:

10 — See Socks jump. ■

■

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13

1 — ride ride ride ride ■ (Can you read these letters? The word is "ride.")

2 — Ride Ride ride ride Ride ■ (Tell me if each words begins with a capital or small letter.)

3 — Ride, Janet. ■

4 — Ride, Mark. ■

5 — See Mark ride. ■

6 — See Janet ride. ■

7 — I can ride. ■ (Introduce "can.")

8 — Socks can ride. ■

9 — Janet can ride. ■

10 — Mark can ride. ■

11 — Ride, ride, Mark! ■ (Explain the exclamation point at the end of the sentence.)

■

Note to Teacher: From this point on, new words are introduced without repetition on the line. You should go back over new words to the extent that it appears necessary for the particular student.)

14

:

1 — Janet and Mark. ■

:

2 — Come and jump. ■

:

3 — Come and see Mark jump. ■

:

4 — Come and see Janet jump. ■

:

5 — Mark and Janet can jump. ■

:

6 — And Janet and Mark can ride. ■

:

7 — Come here and ride, Socks. ■

:

8 — Socks and I can ride and ride. ■

:

9 — Jump down, Mark. ■ (Introduce "down.")

:

10 — Jump down, Janet. ■

:

11 — Janet and Mark can jump down. ■

:

12 — Janet and Mark can jump down here. ■

:

13 — See Janet and Mark jump down. ■

:

14 — Jump, jump, Janet and Mark! ■

■

15

:

1 — See my dog. ■ (Let's see if we can learn a new word and review a word we have read before. The new word is "my".)

:

2 — See my dog jump. ■

:

3 — My dog can jump down here. ■

:

4 — And my dog can jump up and down. ■ (Introduce "up.")

:

5 — Jump up, Socks! ■

:

6 — Jump up here! ■

:

7 — My dog can ride. ■

:

8 — Socks can ride up here. ■

:

9 — Ride, ride, Socks! ■

:

10 — Here I go! ■ (Introduce "go.")

:

11 — Here I go, Janet! ■

:

12 — I can go, go, go! ■

:

13 — Here I go, Mark! ■

:

14 — And see Socks go and go! ■

■

Janet and Mark - 4

16

1 — I see one dog. ■ (Introduce "one.")

2 — Mark sees one dog. ■ (We add "s" to a word we already know to make a new word.)

3 — And Janet can see one dog. ■

4 — I see two dogs here. ■ (Introduce "two"; and we add "s" to a word we already know.)

5 — Can Janet see two dogs? ■ (Note question mark.)

6 — Can Mark see two dogs? ■

7 — Janet and Mark can see two dogs. ■

8 — I see one, two, three dogs! ■ (Introduce "three.")

9 — Mark sees one, two, three dogs! ■

10 — Janet sees one, two, three dogs! ■

11 — The dogs can jump. ■

12 — The dogs can jump here. ■

13 — The dogs can jump and jump. ■

14 — See the dogs jump! ■

15 — One, two, three dogs! ■

■

17

1 — Come here, Mother. ■ (Introduce "Mother.")

2 — Come in. ■

3 — Come in and see Janet. ■

4 — Come in here. ■

5 — Come on, Mother. ■ (Introduce "on.")

6 — Come on in. ■

7 — Come here, Daddy ■ (Introduce "Daddy.")

8 — Come in and see Mother. ■

9 — Here comes Daddy. ■

10 — Come on, Daddy. ■

■

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18

1 — Come with Mother, Mark. ■ (Introduce "with.")

2 — I can come with Daddy. ■

3 — Socks can come with Janet. ■

4 — Here I go! ■

5 — Here I go with Daddy. ■

6 — Mark and Janet can go with Mother. ■

7 — Socks can not go. ■ (Introduce "not.")

8 — Socks can not go with Mark. ■

9 — And Socks can not go with Janet. ■

10 — Socks can go with Mother and Daddy. ■

11 — Socks can ride with Mother and Daddy. ■

12 — Socks can ride up here. ■

■

19

1 — Look, Mother! ■ (Introduce "Look.")

2 — Look, Daddy! ■

3 — I can jump up here. ■

4 — See Socks jump up and down. ■

5 — Come to see Socks. ■ (Introduce "to.")

6 — Come to see Socks jump. ■

7 — I like to jump. ■ (Introduce "like.")

8 — I like to ride. ■

9 — Mother and Daddy like to ride. ■

10 — The dogs like to jump up and down. ■

■

20

1 — See the little dogs. ■ (Introduce "little.")

2 — Come here, little dogs. ■

3 — Look, Mother! See the little dogs! ■

4 — I see three little dogs. ■

5 — Can you see three little dogs? ■ (Introduce "you.")

6 — You can see three little dogs here. ■

7 — See the little dogs jump up and down. ■

8 — Jump, jump, little dogs! ■

9 — Mother, can the little dogs ride here? ■

10 — Socks can ride with the dogs. ■

11 — The dogs like to ride. ■

12 — And Socks likes to ride with the dogs. ■ (Add "s" to make a new word.)
■

21

1 — Come with me. ■ (Introduce "me.")

2 — You can see me jump. ■

3 — Mother likes to see me jump. ■

4 — Can you jump with me? ■

5 — I want you to see Socks. ■ (Introduce "want.")

6 — And I want you to ride with me. ■

7 — Socks wants to ride. ■ (Add "s" to make new word.)

8 — The dog wants to ride and ride. ■

9 — Socks likes to ride with me. ■

10 — Socks can ride with you and me. ■

11 — Come on, Socks, and ride. ■

12 — Janet and Mark want to ride with Daddy. ■

■

22

1 — See the train. ■ (Introduce "train.")

2 — I want to ride on the train. ■

3 — Come and ride on the train with me. ■

4 — I like to ride on the train. ■

5 — Mother, may I ride on the train? ■ (Introduce "may.")

6 — May Janet ride, Mother? ■

7 — Janet may ride with you. ■

8 — Janet likes to ride on the train. ■

9 — Janet may have one ride. ■ (Introduce "have.")

10 — And you may have one ride. ■

■

23

1 — See this train, Mark? ■ (Introduce "this.")

2 — I like this train. ■

3 — You and I can ride on this train. ■

4 — I may have two rides. ■

5 — And you may have two rides. ■

6 — I see something I like. ■ (Introduce "something.")

7 — Can you see something you like? ■

8 — Can you see the cakes? ■ (Introduce "cakes.")

9 — I like cake. ■ (Word without the "s.")

10 — I can see three cakes. ■

■

24

1 — I see something good. ■ (Introduce "good.")

2 — Can you see something good here? ■

3 — This is a good cake. ■

4 — I like good cake. ■

5 — Janet and Mark like cake. ■

6 — Mother and Daddy like cake. ■

7 — Can you make a cake? ■ (Introduce "make.")

8 — I can not make a good cake. ■

9 — Mother can make a good cake. ■

10 — Mother can make a cake for Daddy. ■ (Introduce "for.")

11 — Mother can make a cake for Janet and Mark. ■

12 — And Mother can make a cake for me! ■

■

25

1 — Look, Daddy!

2 — I can see a red wagon! (Introduce "red" and "wagon.")

3 — Can you see the red wagon?

4 — This is a good wagon.

5 — This is a good wagon for me.

6 — May I have the wagon?

7 — Socks can ride with me in this wagon.

8 — Come on, Socks!

9 — Come with me.

10 — Ride with me in my wagon.

11 — This is a good ride.

12 — Socks likes to ride with me.

13 — We can ride and ride. (Introduce "We")

14 — This is good for Socks and me!

:

1 — Can you play with me? ■ (play)

:

2 — Come and play here. ■

:

3 — I like to play here. ■

:

4 — I like to play with my dog. ■

:

5 — Come on and play, Ann. ■ (Ann)

:

6 — Ann likes to play with my dog. ■

:

7 — Ann may come to my house. ■

:

8 — Come to my house, Ann. ■

:

9 — Come to my house and play with my dog and me. ■

:

10 — You may come now, Ann. ■ (now)

:

11 — Janet can not come now. ■

:

12 — And Mark can not come now. ■

:

13 — Come on now and play. ■

:

14 — My dog wants to play now. ■

■

Note to teacher: From this point on, new words are shown in parentheses, with no further instructions.

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27

1 — Daddy likes blue. ■ (blue)

2 — And I like blue. ■

3 — Daddy wants a blue car. ■ (car)

4 — Daddy and I want to ride in this blue car. ■

5 — Daddy and I can ride in the blue car now. ■

6 — This is a good ride! ■

7 — Do you like this ride, Daddy? ■

8 — I do. ■

9 — Daddy, do you see the bus? ■ (bus)

10 — Do you want to ride on the bus? ■

11 — I do not want to ride on the bus. ■

12 — I like to ride in this blue car. ■

13 — This car is the car for me! ■

■

28

1 — Here is a bus stop. (stop)

2 — The bus stops here. (Add "s")

3 — The bus can stop for Ann.

4 — Ann likes to ride on the bus.

5 — The bus stops for the stop light. (light)

6 — The stop light is red.

7 — The bus can go with a green light. (green)

8 — A car can not go with a red light.

9 — A car can go with a green light.

10 — Do you see the stop light?

11 — Stop, Daddy! The light is red!

12 — Now the light is green.

13 — Go now, Daddy.

14 — Go with the green light.

1 — Look out, Ann! (out)

2 — Look out, Janet!

3 — Here comes a car!

4 — Look out for the car!

5 — Socks, look out for the car!

6 — The light is green.

7 — The car can go now.

8 — Stop, Socks! Stop!

9 — Come here, Socks!

10 — You can play here with me.

11 — Do not play in the street. (street)

12 — Dogs do not play in the street.

13 — Cars go in the street.

14 — Come with me, Socks.

1 — Mother, may I get a ball? ■ (get, ball)

2 — May I get a red ball? ■

3 — I have a green ball. ■

4 — Now I want a red ball. ■

5 — I want to get a red ball for Socks. ■

6 — Socks likes to play with a ball. ■

7 — I can get a red ball at the store. ■ (at, store)

8 — Daddy can go to the store with me. ■

9 — Daddy and I can go in the blue car. ■

10 — Look at the red, blue, and green balls, Daddy! ■

11 — This is a good store. ■

12 — I see one, two, three red balls. ■

13 — May I get this one, Daddy? ■

14 — This is a good one for Socks. ■

■

:

1 — We like to play here with Socks. ■

:

2 — We can play ball with Socks. ■

:

3 — We can not play ball in the street. ■

:

4 — This morning we can play with Ann ■ (morning)

:

5 — Ann likes to play with Socks, too. ■ (too)

:

6 — This is a good morning to play with Socks. ■

:

7 — We can run and jump with Socks this morning. ■ (run)

:

8 — We can play ball with Socks, too. ■

:

9 — Socks likes to get the red ball. ■

:

10 — Stop, Socks! Get out of the street! ■ (of)

:

11 — Here comes a car! ■

:

12 — Come here, Socks! ■

:

13 — Come out of the street! ■

:

14 — We do not play in the street. ■

■

1 — This morning we are going to the store. ■ (are, going)

2 — We are going to walk to the store ■ (walk)

3 — Do you want to come too, Ann? ■

4 — This is a good morning to walk to the store. ■

5 — We can walk with the green light. ■

6 — We will stop for the red light. ■ (will)

7 — We will not walk in the street. ■

8 — We will get something for Mother at the store. ■

9 — Do you want to get something for your mother, too, Ann? ■ (your)

10 — You can get something good for your mother. ■

11 — You can surprise your mother. ■ (surprise)

12 — You can surprise your Daddy, too. ■

13 — Your mother and daddy will like a surprise. ■

14 — Will you come for a walk to the store now? ■

■

33

1 — What is this? ■ (What)

2 — What are you going to do? ■

3 — Are you going to surprise your mother with this? ■

4 — What is in the box? ■ (box)

5 — Is this box for your mother? ■

6 — I like your box. ■

7 — I like blue and green boxes. ■ (add "es")

8 — I have a red box. ■

9 — I do not have a blue and green box. ■

10 — May I see the surprise for your mother? ■

11 — Your mother will like this surprise. ■

12 — Your mother will like the green slippers. ■ (slippers)

13 — The green slippers are a good surprise. ■

14 — Your mother can walk and walk in the slippers. ■

■

1 — Do you want some cake? ■ (some)

2 — I have some good cake here. ■

3 — Here is some cake for Ann. ■

4 — And here is some cake for you, Janet. ■

5 — This is a big cake. ■ (big)

6 — I like big cakes. ■

7 — Mark likes little cakes. ■

8 — Big cakes and little cakes are good. ■

9 — My home is on this street. ■ (home)

10 — Can you come home with me? ■

11 — Here is my home. ■

12 — I have a good home. ■

13 — Mother and Daddy are at home now. ■

■

1 — Mother said, "Come home." ■ (said) (Note quotation marks.)

2 — "Come home now," said Mother. ■

3 — Daddy said we can go for a ride. ■

4 — Ann wants to go, too. ■

5 — "May Ann come, too?" said Janet. ■

6 — Mother said, "Yes, Ann may come." ■ (Yes)

7 — "May we ride in the blue car, Daddy?" said Mark. ■

8 — "Yes, we may go in the blue car," said Daddy. ■

9 — Ann said, "I like to ride in this big car." ■

10 — "We like to ride in this car too," said Mother. ■

11 — Daddy said, "This is a good morning for a ride." ■

12 — "We can ride to the store," he said. ■

13 — Daddy said he will get something for me at the store. ■

14 — He will get something for you, too. ■

■

:

1 — What can we do this morning? ■

:

2 — Do you want to play with Ann? ■

:

3 — Do you want to play with Socks? ■

:

4 — Do you want to go to the store? ■

:

5 — Do you want to go for a walk? ■

:

6 — Do you want to ride in the wagon? ■

:

7 — Do you want to make a cake? ■

:

8 — We can not play in the street. ■

:

9 — We can not jump here. ■

:

10 — We can not go in the car. ■

:

11 — Let's go to see Ann. ■ (Let's) (Note apostrophe)

:

12 — Let's get Socks. ■

:

13 — Socks wants to go, too. ■

:

14 — Let's go in the wagon. ■

:

15 — We will surprise Ann. ■

■

1 — Mark wants a good jacket. ■ (jacket)

2 — He will go to the store with Daddy. ■

3 — Daddy will get a jacket for Mark. ■

4 — Big jackets and little jackets are in the store. ■

5 — Green, blue, and red jackets are in the store. ■

6 — Mark wants a red one. ■

7 — This is the one Mark wants. ■

8 — Daddy will get the red jacket for Mark. ■

9 — Now Daddy and Mark will go home in the car. ■

10 — Mother and Janet will see the red jacket. ■

11 — The red jacket is a good one for Mark. ■

12 — Mother and Janet like Mark's jacket. ■

13 — Socks likes Mark's jacket, too. ■

■

1 — We are going to see Grandfather and ■ (Grandfather)

2 — Grandmother. We will go on a big ■ (Grandmother)

3 — airplane. We will go in a taxi to the ■ (airplane, taxi)

4 — airport. Daddy will get our tickets. ■ (airport, tickets)

5 — We will have one, two, three bags. We ■ (bags)

6 — like to ride in the airplane. We like ■

7 — to look out the window. The big cars ■ (window)

8 — and trees and houses look like little ■ (trees)

9 — cars and trees and houses. On the ■

10 — airplane we have something we like. ■

11 — We have something good to eat. ■ (eat)

12 — The airplane will go down the runway ■ (runway)

13 — and stop. We will see Grandmother ■

14 — and Grandfather at the gate. ■ (gate)

15 — We like to see Grandfather and Grandmother. ■

■

:

1 — Here is a little duck. ■ (duck)

:

2 — This duck likes to walk. ■

:

3 — He likes to see what he can see. ■

:

4 — Now, what did he see? ■ (did)

:

5 — He saw a bird in a tree. ■ (saw, bird)

:

6 — He saw the bird fly to a nest. ■ (fly, nest)

:

7 — The duck saw a big mother rabbit. ■ (rabbit)

:

8 — And he saw some little rabbits. ■

:

9 — He saw a mother squirrel. ■ (squirrel)

:

10 — The squirrel liked to jump. ■ (add "d")

:

11 — The squirrel jumped up a tree. ■

:

12 — The duck saw a little old man. ■ (old, man)

:

13 — The little old man went for a ■ (went)

:

14 — walk with the duck. ■

:

15 — The little old man and the ■

:

16 — yellow duck walked and walked. ■ (yellow)

■

Just for Fun - 1

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40

1 — The yellow duck saw a big, blue pond. ■ (pond)

2 — He wanted to make a home in the pond. ■

3 — And he did make a home in the pond. ■

4 — He did not see a bird. ■

5 — He did not see a rabbit. ■

6 — The duck did not see a squirrel. ■

7 — And he did not see a little old man. ■

8 — The yellow duck saw one, ■

9 — two, three little ducks. ■

10 — The little ducks liked the ■

11 — big, blue pond, too. ■

12 — The ducks liked to go ■

13 — for a walk in the morning. ■

14 — And the ducks liked to go ■

15 — in the big, blue pond. ■

16 — The pond was a good home for the ducks. ■ (was)

■

Just for Fun - 2

41

1 — A little goat liked to ride in a jeep. ■ (jeep)

2 — The goat saw a kitten. ■ (kitten)

3 — The kitten wanted to ride in the jeep. ■

4 — The goat saw a big rooster. ■ (rooster)

5 — The rooster wanted to ride in the jeep. ■

6 — The goat saw a turkey. ■ (turkey)

7 — The turkey wanted to ride in the jeep. ■

8 — The goat saw a store. He saw a big, ■

9 — blue feather in the window. ■ (feather)

10 — The kitten saw some red mittens ■ (mittens)

11 — in the window. The rooster saw ■

12 — some red boots in the window. ■ (boots)

13 — The turkey saw some big, blue ■

14 — earrings in the window. ■ (earrings)

15 — The goat, the rooster, the turkey, and ■

16 — the kitten went home in the jeep. ■

■

42

1 — A little frog wanted to do something. ■ (frog)

2 — He wanted to fly to the moon. He said ■ (moon)

3 — "I want to fly, but I can not." ■ (but)

4 — The frog saw a bird. He said to the bird ■

5 — "May I fly to the moon with you?" ■

6 — The bird said, "I can not fly to the moon." ■

7 — The frog saw a kit. He saw the kite ■ (kite)

8 — fly up and up. But he did not ■

9 — see the kite fly to the moon. ■

10 — The frog saw a balloon. But the balloon ■ (balloon)

11 — did not go up to the moon. The frog saw ■

12 — a big airplane. But the airplane did not ■

13 — fly up to the moon. Now the frog ■

14 — saw a big moon rocket. He got ■ (rocket, got)

15 — into the rocket and he did go to the moon! ■ (into)

■

Just for Fun - 4

1 — A rooster wanted to go to town. ■ (town)

2 — But he did not want to walk to town. ■

3 — The rooster saw a donkey. ■ (donkey)

4 — He wanted to ride to town ■ (add "ed")

5 — on the donkey's back. But the ■ (back)

6 — donkey did not want to go to town. ■

7 — The rooster saw a rabbit. ■

8 — He wanted the rabbit to make ■

9 — the donkey go to town. But ■

10 — the donkey did not want to go. ■

11 — The rooster saw Little Owl. ■ (Owl)

12 — Little Owl said to get something good ■

13 — for the donkey. They got corn, apples ■ (corn, apples)

14 — and carrots. And they all went ■ (carrots, all)

15 — to town on the donkey's back! ■

■

Just for Fun - 5

44

:

1 — Here is my door. ■ (door)

:

2 — Is someone at the door? ■ (someone)

:

3 — Will I see a clown with a crown? ■ (clown, crown)

:

4 — Will I see a parrot with a carrot? ■ (parrot)

:

5 — Will I see a goat with a red coat ■ (coat)

:

6 — ride in a boat? ■ (boat)

:

7 — Will I see a mouse with a red blouse? ■ (mouse, blouse)

:

8 — Will I see a pig in a wig? ■ (pig, wig)

:

9 — Will I see a duck in a truck? ■ (truck)

:

10 — Will I see a cat with a hat? ■ (cat, hat)

:

11 — Will she have a sail on her tail? ■ (she, sail, her, tail)

:

12 — Will I see a sheep in my jeep? ■ (sheep)

:

13 — Will she have a rose on her nose? ■ (rose, nose)

:

14 — I will see someone I like. ■

:

15 — I will see YOU! ■

■

Just for Fun - 6

:

1 — Look out the window. ■

:

2 — Tell me what you see. ■ (tell)

:

3 — Do you see a bell on a shell? ■ (bell, shell)

:

4 — Do you see a cook with a book? ■ (cook, book)

:

5 — Do you see a cake on a rake? ■ (rake)

:

6 — Do you see a star on a car? ■ (star)

:

7 — Do you see a witch in a ditch? ■ (witch, ditch)

:

8 — Do you see a train in the rain? ■ (rain)

:

9 — Do you see a fish in a dish? ■ (fish, dish)

:

10 — Do you see a fan in a pan? ■ (fan, pan)

:

11 — Do you see a bear with a pear? ■ (bear, pear)

:

12 — Do you see a bee in a tree? ■ (bee)

:

13 — Do you see a nurse with a purse? ■ (nurse, purse)

:

14 — Do you see a king with a ring? ■ (king, ring)

:

15 — No! No! No! You see Daddy! ■ (No)

■

Just for Fun - 7

:

1 — Do you see someone just like me? ■ (just)

:

2 — I see someone just like you. ■

:

3 — We see our shadows. ■ (our, shadows)

:

4 — Look at the monkey. ■ (monkey)

:

5 — Can you see the monkey's shadow? ■

:

6 — Here comes Socks. ■

:

7 — Socks is our little puppy. ■ (puppy)

:

8 — Look at the puppy's shadow. ■

:

9 — The puppy's shadow looks just like him. ■ (him)

:

10 — Janet's shadow looks just like Janet. ■

:

11 — Mark's shadow looks just like him, too. ■

:

12 — We like to look at our shadows. ■

:

13 — We jump and jump and our shadows jump and jump. ■

:

14 — This is fun! ■ (fun)

■

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:

1 — Janet does not like red hair. ■ (does, hair)

:

2 — Janet does not want red hair. ■

:

3 — Mark likes red. ■

:

4 — Mark's sweater is red. ■ (sweater)

:

5 — But Mark likes blue best. ■ (best)

:

6 — Socks likes red best. ■

:

7 — He likes the red ball. ■

:

8 — Mother likes green and blue and red. ■

:

9 — But Mother does not like red best. ■

:

10 — Daddy likes a red sweater with red socks. ■

:

11 — And Daddy likes red hair. ■

:

12 — But he likes a little girl with red hair best. ■ (girl)

:

13 — Daddy likes Janet's red hair. ■

:

14 — Daddy likes girls with red hair. ■

■

Around the Corner - 2

48

1 — We have a surprise for Socks.

2 — But Socks does not like the surprise.

3 — The puppy does not want the surprise.

4 — Janet said, "Do you want a surprise, Mark?"

5 — "I have something good for you to eat," said Janet.

6 — But Mark did not want to eat the surprise.

7 — He said, "This is not for me to eat. This is for Socks!"

8 — "Here is a surprise for you, Janet," said Mark.

9 — "Here is something green for you," he said.

10 — "Oh, Mark," said Janet, "I do not like your surprise."

11 — "I do not want a snake!" she said. (snake)

12 — "Get out of here with your snake!"

13 — Mother said, "Get out of here now!"

14 — "Janet and I do not like snakes," she said.

15 — "You may like snakes, but Janet and I do not!"

1 — Socks did not have white socks. ■ (white)

2 — The puppy did not want white socks. ■

3 — But Mark wanted white socks for the puppy. ■

4 — Mark said, "Stay here, Socks. Mother wants me now." ■ (Stay)

5 — But Socks did not stay at home. ■

6 — He did not want to stay home and have white socks. ■

7 — Socks saw a little white rabbit. ■

8 — The rabbit jumped and jumped. ■

9 — The rabbit did not like the puppy. ■

10 — Socks saw Ann and Janet. ■

11 — The puppy jumped up on Janet. ■

12 — Janet said, "Do not jump on me, Socks!" ■

13 — "You are a bad puppy!" she said. ■ (bad)

14 — "We will not play with a bad puppy." ■

■

50

1 — Mark and Janet saw a dime. ■ (dime)

2 — "This is my dime," said Janet. ■

3 — "No! It is my dime," said Mark. ■

4 — Mother said, "Come here, Janet and Mark." ■

5 — "Here are two nickels," she said. ■ (nickels)

6 — "One is for Janet and one is for you, Mark." ■

7 — "Now we can go to the store," said Mark. ■

8 — "We can get something good," said Janet. ■

9 — Janet and Mark saw Mr. Green at the store. ■ (Mr.)

10 — Mr. Green just had a pickle for a nickel. ■ (had, pickle)

11 — Janet and Mark did not want pickles. ■

12 — Janet said, "I see something I like for a nickel." ■

13 — "I see something I like for a nickel, too," said Mark. ■

14 — "We will give the nickels to Mr. Green." ■ (give)

15 — Janet and Mark had something good to eat. ■

■

1 — Will you play a game with me? (game)

2 — I like to play games.

3 — We can play a game with Socks.

4 — I like to play different games. (different)

5 — A different game can be fun. (be)

6 — Socks, here is a different ball for you.

7 — This is not the red ball you like best.

8 — This is a different one. It is blue.

9 — I will give it to you to play with.

10 — Do not jump up cn me, Socks!

11 — Do not jump on my white T-shirt. (T-shirt)

12 — Do not be a bad puppy!

13 — Come and play with this new ball. (new)

14 — We will make up a different game to play!

:

1 — Janet and Mark like to skate. ■ (skate)

:

2 — Mark's skates are old. ■

:

3 — But Janet's skates are new. ■

:

4 — Janet cannot skate like Mark now. ■ (cannot)

:

5 — But Mark will help her. ■ (help)

:

6 — Janet will not give up. ■

:

7 — Janet can skate with Mark to help her. ■

:

8 — Daddy can help Janet skate, too. ■

:

9 — Janet likes to skate with Mark. ■

:

10 — But she likes to skate with Daddy best. ■

:

11 — And Daddy likes to help little girls. ■

:

12 — Now Janet can skate and skate and skate! ■

■

1 — Janet wanted to stay all night with Ann. ■ (night)

2 — Mother said, "Yes, you may stay all night with Ann." ■

3 — Janet said, "May I have my blue sweater, my white rabbit ■

4 — and my new skates to go to Ann's? ■

5 — "Yes," said Mother, "you may." ■

6 — Socks wanted to go, too. ■

7 — But Mother did not want Socks to go. ■

8 — That night, Socks surprised Janet and Ann. ■ (That)

9 — Ann's mother said, "How did that puppy get in here?" ■ (How)

10 — Socks wanted to stay all night, too. ■

11 — But Ann's mother did not want the puppy to ■

12 — jump up on the bed. ■ (bed)

13 — She said, "Here is a bed for you, Socks." ■

14 — But in the morning the puppy was ■

15 — on the bed with Janet! ■

■

54

1 — Mark and Mr. Green liked to fish.

2 — Mr. Green wanted Mark to go fishing with him. (add "ing")

3 — Mark and Mr. Green liked to eat fish.

4 — Mark wanted to catch a fish. (catch)

5 — Mark did catch just one fish.

6 — But he did not want to eat it.

7 — He wanted Daddy to see it.

8 — He wanted to eat one of Mr. Green's fish.

9 — Mr. Green said, "You can eat that fish and

10 — Daddy can see it, too."

11 — What did Mr. Green do?

55

1 — Janet wanted to do something different. ■

2 — She wanted to go to town with Mother. ■

3 — She wanted Ann to go, too. ■

4 — Ann's mother let her go with Janet and her mother. ■ (let)

5 — Janet's mother said, "Girls, we will have to walk to town." ■

6 — "Why do we have to walk to town?" said Janet. ■ (Why)

7 — "Here comes Mr. Green," she said. ■

8 — "We can ride to town with him." ■

9 — "This is something different, too," Janet said. ■

10 — "Let's eat in town," said Mother. ■

11 — "That will be something different, too." ■

12 — But the girls did not want to eat something different. ■

13 — Ann and Janet just wanted to eat ■

14 — hamburgers and ice cream! ■ (hamburgers, ice cream)
■

56

1 — Mother and Mark saw a pigeon. (pigeon)

2 — Mark wanted the pigeon.

3 — But Mother did not want him to have it.

4 — Mother said, "Get that pigeon out of here!"

5 — David saw Mark with the pigeon. (David)

6 — David wanted the pigeon.

7 — David said, "I will give you a nickel for that pigeon."

8 — But Mark wanted a dime for it.

9 — David did not have a dime.

10 — Mark said, "I will give you this pigeon for a nickel."

11 — "I will do it just for you," he said.

12 — David's mother did not want him to have the pigeon.

13 — "Give my nickel back to me," David said to Mark.

14 — Mark said, "We will have to let the pigeon go."

Around the Corner - 11

1 — Little Bear wanted to have fun.

2 — He went for a walk.

3 — He saw a white pigeon.

4 — He said to the pigeon, "What do you do to have fun?"

5 — The pigeon said, "I like to fly in the blue sky." (sky)

6 — Little Bear said, "Oh, I can not fly."

7 — Little Bear walked on and on.

8 — He saw a brown rabbit. (brown)

9 — Little Bear said, "What do you do to have fun?"

10 — The rabbit said, "It is fun for a rabbit to hop and hop." (hop)

11 — "But a bear is too big to hop," said Little Bear.

12 — "And that will not be fun for me."

13 — Little Bear saw a squirrel that liked to jump and climb. (climb)

14 — He climbed a tree with the squirrel.

15 — The squirrel and the bear looked up at the sun. (sun)

16 — This was fun for the bear and the squirrel.

1 — Little Bear and Brown Squirrel saw Mother Duck. ■

2 — She was in the pond with her little ducks. ■

3 — The big blue pond was in a meadow. ■ (meadow)

4 — The bear and the squirrel wanted to swim in the pond. ■ (swim)

5 — Mother Duck did not want a bear and a squirrel in the pond. ■

6 — She said to her little ducks, "We will not swim now." ■

7 — "Come with me to the green grass." ■ (grass)

8 — Little Bear ran to the big blue pond. ■ (ran)

9 — He wanted to have fun and swim all morning. ■

10 — By and by he saw a fish. ■ (by)

11 — The fish was in the pond in the meadow. ■

12 — Bears like to catch fish. ■

13 — By and by Little Bear did catch that fish. ■

14 — He ran home to see his mother. ■ (his)

15 — Little Bear said, "I had fun enough for one day!" ■ (enough)
■

59

1 — Little Lamb liked to run in the meadow. (Lamb)

2 — She liked the blue sky and the green grass.

3 — She liked the sun up in the sky.

4 — By and by she saw something with long legs. (long, legs)

5 — It was a brown and white calf. (calf)

6 — Little Lamb wanted to be like the calf.

7 — But she did not have a long tail.

8 — And she did not have long, long legs.

9 — By and by the lamb saw a brown colt. (colt)

10 — She wanted to be like the colt.

11 — Little Lamb ran fast. (fast)

12 — But Brown Colt ran faster down the meadow. (add "er")

60

1 — By and by Little Lamb ran home to her mother. ■

2 — She said, "I want to be something new." ■

3 — "I can not be a calf or a colt. ■ (or)

4 — "Mother, what can I be?" said Little Lamb. ■

5 — "Someday you will be a sheep just like me," said her mother. ■ (someday)

6 — "That is best for a little lamb like you." ■

7 — Little Lamb ran off down the meadow. ■ (off)

8 — "I am a little lamb now," she said. ■ (am)

9 — "But someday I will be a mother sheep." ■

10 — "That will be best of all for me." ■

11 — Little Lamb was happy now. ■ (happy)

12 — She ran faster and faster up and down the meadow. ■

■

61

1 — Little Frog did not want to jump or hop or swim. ■

2 — She was not happy. She just sat by the blue pond. ■ (sat)

3 — She did not feel right. ■ (feel, right)

4 — She wanted Brown Squirrel or White Pigeon to help her. ■

5 — The white pigeon said to her, "Help yourself." ■ (yourself)

6 — "But I just do not feel like it," said Little Frog. ■

7 — Brown Rabbit sat in the long green grass. ■

8 — Little Frog said to Brown Rabbit, "I do not feel right." ■

9 — Brown Rabbit said, "You look all right to me." ■

10 — And she ran on home to see her little rabbits. ■

11 — By and by Little Frog saw a big frog. ■

12 — "Your coat is old and brown," said the big frog. ■

13 — "Pull it off and you will have a new green coat." ■ (pull)

14 — Little Frog pulled and pulled and her old coat came off. ■ (came)

15 — Now she does not feel bad. She feels good. ■

16 — She is happy and she hops and jumps and swims. ■

■

:

1 — Janet wanted to go to town to get a new coat. ■

:

2 — Her mother said, "We can not go in this rain." ■

:

3 — Janet did not look happy or feel happy. ■

:

4 — By and by she wanted to go to see Miss Mary. ■ (Miss Mary)

:

5 — Her mother said, "All right, but do not stay too long." ■

:

6 — "Miss Mary will have work to do this morning." ■ (work)

:

7 — Ann wanted to skate, but she could not skate in the rain. ■ (could)

:

8 — She said, "Mother, may I go to see Miss Mary?" ■

:

9 — "You may go, but do not stay too long," said her mother. ■

:

10 — David and Mark wanted to play ball, but it was raining. ■

:

11 — Now, David and Mark wanted to see Miss Mary, too. ■

:

12 — But Mark's mother said they could not go. ■

:

13 — "One girl is enough to have for a morning," she said. ■

:

14 — Mark and David wanted to go to Miss Mary's to get Janet. ■

:

15 — Mark's mother said, "All right, but come right back." ■

■

63

1 — Someone was at Miss Mary's door. It was Janet. ■

2 — Miss Mary was surprised to see her on a morning like this. ■

3 — But Miss Mary said Janet could help her with her work. ■ (could)

4 — By and by Ann came in the rain to see Miss Mary. ■

5 — Miss Mary said, "Now I have two girls to help me." ■

6 — Ting-a-ling! Someone was at Miss Mary's door. ■ (Ting-a-ling)

7 — Now it was David and Mark wanting to see Miss Mary. ■

8 — They wanted to come in and stay and help her, too. ■

9 — The two boys and two girls worked and worked for Miss Mary. ■ (boys)

10 — By and by Miss Mary said, "You have worked enough." ■

11 — "All of you, come with me. We will have some fun." ■

12 — "How will we have fun in the rain?" said David and Mark. ■

13 — Janet and Ann said, "What are we going to do in the rain?" ■

14 — "It will not be in the rain," said Miss Mary. ■

15 — "You will see," she said. "I will not tell you now." ■

■

:

1 — Miss Mary said, "Look in here and tell me what you see." ■

:

2 — "I see puppets!" said Ann. "I see little puppets!" ■ (puppets)

:

3 — "You are right! Here is a little lamb for you, Ann." ■

:

4 — "Can you make the puppet talk?" she said. ■ (talk)

:

5 — The puppet said, "I like to run up and down the meadow." ■

:

6 — "Good!" said Miss Mary. "Now, here is a duck for you, Janet." ■

:

7 — Janet's puppet said, "I like to have fun." ■

:

8 — David's brown bear said, "Climbing trees, catching fish and ■

:

9 — swimming in the pond is enough for me to do. I am happy." ■

:

10 — Mark's puppet said, "I can do something you cannot do." ■

:

11 — "I can pull off my old coat and get a new green one." ■

:

12 — By and by the sun came out and the sky was blue. ■

:

13 — David and Mark wanted to play ball. Ann wanted to skate. ■

:

14 — Janet wanted to go to town and get a new coat. ■

:

15 — But Miss Mary just wanted to rest and rest! ■ (rest)

■

65

1 — Mark was going to have a birthday and Janet wanted ■ (birthday)

2 — to get something for him. She did not want her mother ■

3 — to tell Mark what she was going to get. Janet said to her daddy, ■

4 — "I have some money to get something for Mark's birthday." ■ (money)

5 — "My money is in this little duck, but I can not get all ■

6 — of it out. I can just get one nickel and two dimes." ■

7 — By and by she said, "Now, here comes the rest of my money." ■

8 — "See Daddy? I have three quarters, two dimes and a nickel." ■ (quarters)

9 — "Good," said Daddy. "Now you can get what you want for Mark." ■

10 — Janet went to see Miss Mary and said that Mark was going ■

11 — to have a birthday. Janet did not want her to tell Mark what ■

12 — she was going to get him for his birthday. ■

13 — Miss Mary said, "No, I will not tell Mark what you are going ■

14 — to get for him. But with all that money you can get something ■

15 — good. It will be a good surprise for his birthday." ■

■

66

1 — Mother and Daddy gave Mark a blue and white sweater for his ■ (gave)

2 — birthday. And they gave him some games and a new football. ■ (football)

3 — Janet gave Mark a red and white Skip Stick. ■ (Skip Stick)

4 — Mark was a happy boy. He wanted Janet to have fun, too. ■

5 — He wanted Janet to play with his new Skip Stick. Mark said, ■

6 — "Come and look at me. This is how you work the Skip Stick." ■

7 — Someone came to the door. It was Miss Mary. She wanted to see ■

8 — Mark. She said, "Happy Birthday, Mark. Here is a quarter ■

9 — for your birthday. Here is a little money for your birthday." ■

10 — Ting-a-ling! Mr. Green was at the door. ■

11 — "Happy Birthday, Mark," he said. "You are a birthday boy." ■

12 — "Here is a little game that you and Janet can play." ■

13 — Mark wanted Mr. Green to play the game, too. He said he could ■

14 — not play that morning, but he could play someday. ■

■

1 — For his birthday party, Mark wanted to have just boys. ■ (party)

2 — Janet said, "It is all right with me. I can help Mother." ■

3 — All the boys said "Happy Birthday" to Mark. And they all said, ■

4 — "I have something for you." This was a happy day for Mark. ■ (day)

5 — He said to Mother and Janet, "Come here and look at all of this." ■

6 — "Come and see what the boys gave me for my birthday." ■

7 — The boys had hamburgers and ice cream and birthday cake. ■

8 — By and by the boys played football. They had a good game. ■

9 — Mother came out to see the game. She said, "You have played enough." ■

10 — David and the rest of the boys ran home. ■

11 — That night Mark said, "This was my best birthday party." ■

■

68

1 — We can give to the Red Cross," said David. (Cross)

2 — "How can we do that?" said Mark.

3 — "Let's give a show to make money for it," said David. (show)

4 — Mark said, "Let's tell the girls. They can be in the show, too."

5 — Janet said, "It will have to be a good show to make money."

6 — "We will make it good," said David. "We are good enough now."

7 — The boys wanted to show off Mark's new Skip Stick. The girls

8 — said they could give a puppet show. Ann wanted to skate

9 — in the show, too. Mark wanted Socks to be in it.

10 — And David wanted his puppy, Happy, to be in the show.

11 — The mothers said the boys and girls and the dogs could be

12 — in the show. They all worked and worked to make it good.

1 — The Red Cross Show was a good show. Mark and David

2 — showed what they could do with the Skip Stick. Janet

3 — showed what she could do with the puppets. Ann skated

4 — and skated and did her best. Socks and Happy showed what

5 — they could do best. The show was a good one for just a

6 — dime. Mr. Long gave some quarters for the Red Cross, too.

7 — Miss Mary had a party with ice cream and cake to eat.

8 — It was not her birthday, but it was a good party.

9 — The girls and boys went with Mr. Long to the Red Cross.

10 — They gave all of the money to the Red Cross.

11 — "You are good boys and girls," said Mr. White.

12 — Now all the boys and girls are happy. They are the best

13 — boys and girls in the town. They worked and worked

14 — and gave a good show to make money for the Red Cross.

1 — One night Janet, Mark, and Daddy sat by the fire. ■ (fire)

2 — Janet had a big book. The book had a big word in it. ■ (word)

3 — The big word was "imagination." ■ (imagination)

4 — Janet's daddy said that imagination was a big word for ■

5 — a little girl. He said that imagination was a long ■

6 — word, too, for a little girl. But Janet said that it ■

7 — was not a hard word. She said the little words are ■ (hard)

8 — the hard ones. Mark said the big words are not hard. ■

9 — They are different. A hard word looks just like itself. ■ (itself)

10 —"Let's play a game," said Janet. "We can call it ■ (call)

11 — IMAGINATION. We can make up something. It can be good ■

12 — or just in fun, but it cannot be something you saw or did. ■

13 — You will have to make it up. Let's play it now." ■

14 — Daddy said, "I want to hear you play it." ■ (hear)

■

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71

1 — Mark Park liked to walk in the park, but he just liked ■ (Park)

2 — to walk in the dark. One night he said, "Hark!" I hear ■ (dark,Hark)

3 — something bark." Just then a little puppy ran up to him. ■ (bark, then)

4 — The puppy said, "I like to walk in the park in the dark ■

5 — and bark." So the puppy walked with Mark Park in the dark. ■ (So)

6 — By and by they saw a tree in the big meadow. ■

7 — Mark Park said, "Hark! I hear someone up in that tree!" ■

8 — "I can hear someone sing!" A lark was in the tree. She said, ■ (sing,lark)

9 — "I am the lark that sings in the dark. I will go with you." ■

10 — So, Mark Park, the puppy, and the lark went on into the meadow. ■

11 — They came to a big pond in the meadow. ■

12 — They saw a big shark in that pond. He was a cross old shark. ■ (shark)

13 — He could see in the dark and make his tail spark. ■ (spark)

14 — He made his tail spark and sparks flew all around. ■ (flew, around)

15 — Mark Park said, "Look at the fire! I see fire in the meadow! ■

16 — But it was not a fire. It was just the shark's sparks. ■

■

:

1 — By and by the old shark wanted to eat in the dark. ■

:

2 — He wanted to eat Mark Park, the puppy, and the lark. ■

:

3 — A wise old owl in a tree looked down and said to Mark Park, ■ (wise)

:

4 — "Run! Get out of here!" Mark Park did run. He ran fast. ■

:

5 — The puppy ran fast, too. He ran to his home in the park. ■

:

6 — The lark flew to her home in the meadow. She flew fast. ■

:

7 — Now Mark Park and the puppy walk to the meadow at night. ■

:

8 — They talk to the lark that sings in the dark, and they ■

:

9 — talk to the wise old owl, too. But they do not go far ■ (far)

:

10 — into the meadow. They go just far enough to see that ■

:

11 — cross old shark make sparks with his tail. They can see ■

:

12 — the sparks fly all around. But they do not go far enough ■

:

13 — into the meadow for that old shark to catch them! ■ (them)

■

:

1 — David and Mark made up a good game. They made it up ■ (made)

:

2 — one morning. They called it, "What If?" One had ■ (If)

:

3 — to have imagination to play it. ■

:

4 — Mark's daddy said he did not have any imagination. Mark ■ (any)

:

5 — said that it would be too bad for him if he did not have any. ■ (would)

:

6 — Mark said he would start the game and then he would stop it. ■ (start)

:

— Mark said, "Someone came in at my door one night. It was dark ■

:

8 — and I was in my bed. At first someone just walked around my ■ (first)

:

9 — bed. But then he sat on my right leg. He asked me if I ■ (asked)

:

10 — wanted to be the first man to go to the moon. ■

:

11 — I said I did want to be the first man to go to the moon. ■

:

12 — Then that someone said for me to hop out of bed, walk ■

:

13 — to my back door, walk out, and stop. ■

:

14 — I said I did not want to walk out in the dark with just ■

:

15 — my pajamas on. But that cross old someone said for me ■ (pajamas)

:

16 — to do it. So I did." ■

■

:

1 — That someone said some words. I said them, too. Then ■

:

2 — I whizzed around and went up fast. I wanted to stop, but ■ (whizzed)

:

3 — that old someone did not hear me call down to him. He ■

:

4 — just walked off and I whizzed up and up to the moon. ■

:

5 — Then I saw a man on the moon. He came to me and asked me ■

:

6 — why I was so slow. I said I was not slow. I had whizzed ■ (slow)

:

7 — right up to the moon, and could not come any faster. ■

:

8 — Then the man showed me around the moon. I did not see ■

:

9 — much that I liked. Next, the man wanted my pajamas. He ■ (much, Next)

:

10 — said he liked my suit. I said it was not a suit. It was ■ (suit)

:

11 — pajamas. He wanted pajamas the next time I came to ■ (time)

:

12 — the moon. But I said there would be no next time for me! ■ (there)

:

13 — And, I wanted to go home right now! ■

:

14 — Janet, you play the game now and get that boy back home. ■

■

Real and Make-Believe - 5

75

1 — I had stayed much too long on the moon. I wanted

2 — to go home. By and by a rocket whizzed right by me.

3 — I called to it to stop. It came back. A man in a space (space)

4 — suit was in the rocket. I said I wanted to go home right

5 — now. He said there was another space suit in the rocket. (another)

6 — He wanted to look around on the moon a little first.

7 — He wanted to see what was there. He was too slow for me.

8 — So I went up into the rocket. The man on the moon

9 — helped me get into it. Now that I had my own space suit (own)

10 — I gave my pajamas to him. Then the space man came back

11 — to the rocket. He climbed in and sat down by me. The

12 — rocket whizzed right down to the space man's door.

13 — Mother, you get the boy back to his own back door.

1 — At the space man's door, he said for me to hop ■

2 — out of the rocket. He said for me to hop out and start ■

3 — for home. But first he looked at me and asked what ■

4 — had happened to me on the moon. He said I looked ■ (happened)

5 — 100 years old. He was right. I did look 100 years old. ■ (100 years)

6 — I had long white hair and it was hard for me to walk. ■

7 — I did not know what to do. I asked the space man to help ■ (know)

8 — me. He said he would let me have his bed for the night. ■

9 — He said for me to go to bed and think of something. ■ (think)

10 — By and by someone came in at his door. It was dark ■

11 — and I could not see. But it was that same old someone! ■ (same)

12 — He walked all around the bed. He sat down on it and ■

13 — talked to me. He asked me if I wanted to go back ■

14 — to the moon. I said I did not want to go back. So he ■

15 — walked out the door. The next morning I was not 100 ■

16 — years old. I was just a boy called Mark. ■

■

```
|-------------------------------------------------------------------77
:
1 — One morning Miss Mary walked out the back door ■
:
2 — of her house.  The sky was blue and the sun was out. ■
:
3 — She looked all around.  She saw a rabbit run across ■  (across)
:
4 — the grass.  She saw a squirrel run up the bark of a tree.■
:
5 — Miss Mary was so happy she could not work.  She said ■
:
6 — to herself,  "I feel too good to work."  So she sat down ■  (herself)
:
7 — by her back door.  She saw that her green grass had ■
:
8 — too much clover in it.  Then she said to herself, ■     (clover)
:
9 — "A four-leaf clover is good luck.  I will start ■   (four-leaf, luck)
:
10 — to look for one.  I know it will be hard to find, but, ■   (find)
:
11 — I will go on looking for one."  She looked and looked. ■
:
12 — Mark and David ran up the walk and asked Miss Mary if ■
:
13 — she had lost something.  Miss Mary said she was looking ■  (lost)
:
14 — for a four-leaf clover.  The boys helped her look but ■
:
15 — they did not find one.  By and by they ran off. ■
■
```

1 — Janet ran across the grass to see Miss Mary. First

2 — she asked Miss Mary if she had lost something. Then

3 — Janet asked her if she was looking for something. But

4 — Miss Mary said she wanted to find a four-leaf clover.

5 — She said she could find one much faster with a little

6 — girl to help her. Janet and Miss Mary could not find

7 — a four-leaf clover, but they had fun looking for one.

8 — By and by Janet wanted to give up looking for a four-

9 — leaf clover. But she did not want Miss Mary to know it.

10 — So she said, "Mother may want me to go to town with her

11 — this morning. She is going to get some socks and pajamas.

12 — for Daddy. I will run home now and see if she wants me

13 — to go with her." So off she whizzed down the walk.

14 — Miss Mary called to her and said for her to have a

15 — good time. Then Miss Mary went on looking in the grass.

:

1 — By and by Miss Mary said, "This is nonsense!" ■ (nonsense)

:

2 — "I will not find a four-leaf clover here in 100 years!" ■

:

3 — Just then she heard someone call her. It was Ann. Ann ■ (heard)

:

4 — did not look happy. Miss Mary wanted to know what had happened. ■

:

5 — Ann said she had lost the new blue sweater her mother had ■

:

6 — made for her. Now her mother was very cross. Ann said ■ (very)

:

7 — "I think I may have lost it in the park. Or someone may have ■

:

8 — run off with it." Then Ann said she would have to find that ■

:

9 — sweater if she had to look all morning, or all year for it. ■

:

10 — Miss Mary said, "If you find a four-leaf clover you may ■

:

11 — have good luck. You may find your sweater. Start looking ■

:

12 — in this dark corner." Miss Mary wanted Ann to find ■ (corner)

:

13 — a four-leaf clover. By and by Ann called, "I see one!" ■

:

14 — "Will I have good luck? Will I find my sweater?" ■

:

15 — Can you tell what happened next? ■

■

1 — David called to his daddy and said, "Next to you, Uncle Will■ (Uncle)

2 — is the best man in town." David's daddy laughed and said, ■ (laughed)

3 — "Just as long as I am the best man, that is all right with me."■ (as)

4 — David and Uncle Will were going to the zoo that morning. ■ (zoo)

5 — There was so much to see at the zoo. David wanted to see ■

6 — the monkeys first. Next, he wanted to see the bears. ■

7 — They had to walk all around to see all of the animals.■ (animals)

8 — David liked the zoo so much he did not want to go home. ■

9 — They would have to go home sometime. Then Uncle Will said, ■ (sometime)

10 — "The zoo can go home with you." David did not know what his ■

11 — uncle was talking about. As they walked to the gate ■ (about)

12 — they saw a man with something in his hand. It was a book ■ (hand)

13 — about animals. It had pictures, too, of animals in the zoo.■ (pictures)

14 — The book did not have pictures of all the animals, but it ■

15 — did have pictures of about 100 of them. And that is how ■

16 — David could take the zoo home with him. He was a happy boy. ■ (take)

■

1 — When David came home, his mother was all by herself. He ran ■ (When)

2 — in at the door and called to her: "Mother! Uncle Will did ■

3 — not come home with me but I have a new book! Look at it!" ■

4 — David's mother said, "Well now, that is a good a mal book all ■ (Well)

5 — right." David and his mother sat down right then and there ■

6 — to look at the book. At first they just looked at the pictures, ■

7 — but David wanted to read what the book said about some of the ■ (read)

8 — different animals. The book was too long to read about all ■

9 — the animals just then, and David's mother said she could not ■

10 — look at books all day as she had so much work to do. ■

11 — As the days went by, David liked his book just as much as ■

12 — he did the first day he had it. When he did not feel well, ■

13 — or when the rain came down, he liked to read his book. It ■

14 — was his best book and no one else had a book just like it. ■ (else)

■

82

1 -- Come with me. Come with me. ■

2 — See the puppy. See the puppy. ■

3 — Play the game. Play the game. ■

4 — Socks is a dog. Socks is a dog. ■

5 — He is very good. He is very good. ■

6 — Who is the boy? Who is the boy? ■ (Who)

7 — I want a nickel. I want a nickel. ■

8 — I like your jacket. I like your jacket. ■

9 — Read this next. Read this next. ■

10 — They fly big kites. They fly big kites. ■

11 — The squirrel is in a box. The squirrel is in a box. ■

12 — Animals are in the zoo. Animals are in the zoo. ■

■

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

Delegate Typeface : Letter Gothic Typeface

1 — One day Ann came home with a surprise for her mother.

2 — It was in a big box. Ann called, "Mother, look

3 — at this. Look what I have for you." Ann's

4 — mother came to see what Ann was talking about.

5 — She saw the box and she could hear something in it.

6 — It was like a little animal running around. (running)

7 — "Oh, Ann," said her mother, "What is it? Is it a

8 — mouse?" Ann laughed at her mother. "Oh, mother, (Oh)

9 — what would I do with a mouse?" "But I hear

10 — something in the box," said Ann's mother. "Is

11 — it a squirrel? Do you have a squirrel in that

12 — box?" Ann laughed at her mother again. (again)

13 — "Oh, mother, how would I catch a squirrel?"

14 — Just then, Ann and her mother could hear

15 — something else in the box.

Mother's Surprise - 1

1 — It was like a little bark. "Now I know

2 — what is in the box," said Ann's mother.

3 — "It is a puppy. Let's look at it." Ann

4 — let the puppy out of the box. It was a brown

5 — puppy with black spots. The puppy ran (black, spots)

6 — across to Ann's mother, then he ran back to Ann.

7 — He was so happy to be out of the box that he

8 — ran around and jumped up on Ann and her mother.

9 — Ann was happy, too. Ann's mother did not look so

10 — happy. Ann said, "Are you cross, Mother? Can

11 — the puppy stay here and be my very own dog?

12 — I could play with him every day. Ann's (every)

13 — mother said. I will talk to Daddy." When

14 — her daddy came home, Ann was already in bed. (already)

Mother's Surprise - 2

85

1 — The puppy was asleep in his box. Ann could ■ (asleep)

2 — hear her mother and daddy talking, but she could ■

3 — not hear what they said. Then she could hear her ■

4 — daddy at her door. "Are you asleep, Ann?" said ■

5 — Daddy. "No, I am not asleep. Oh, Daddy, look at ■

6 — my puppy. He is very good. See. He is asleep. ■

7 — Can he stay with us? Can I have him as my very ■ (us)

8 — own?" Daddy looked at Ann and then he looked at ■

9 — the puppy. He said, "If it will make you happy, ■

10 — the puppy can stay. But I want to ask you something." ■

11 — "What is it?" said Ann. Daddy said, "Let's not ■

12 — have any new surprises. I think one puppy is enough ■

13 — in this house." Ann laughed and went to sleep. ■ (sleep)

■

Mother's Surprise - 3

Appendix I

Vocabulary Words Introduced in Each Section

Pre-reading Lesson 5

a	in	see	Mark
an	he	do	come
and	the	*dog	I
it	they	*house	
is	socks	Janet	

Janet and Mark

here	down	one
jump	my	two
ride	up	three
can	go	

Outdoors and In

Mother	look	me	this	for
on	to	want	something	*red
Daddy	like	train	cake	*wagon
with	little	may	good	*we
not	you	have	make	

City Days, City Ways

play	out	*of	slippers	Grandmother
Ann	street	are	some	airplane
now	get	going	big	taxi
blue	*ball	walk	home	airport
car	at	will	said	tickets
bus	store	your	yes	bags
stop	morning	*surprise	*let's	window
*light	too	what	jacket	trees
green	*run	*box	Grandfather	*eat
				runway
				gate

*Words marked with asterisks are words which are introduced into the Optacon materials at a different point than when they were in the Harper & Row books.

Just for Fun

duck
did
saw
bird
fly
nest
rabbit
squirrel
old
man
*went
*yellow
pond
*was
goat
jeep
kitten
rooster

turkey
feather
mittens
boots
earrings
frog
moon
but
kite
balloon
rocket
*got
into
town
donkey
back
owl
corn

apples
carrots
*all
door
someone
*clown
*crown
*parrot
*coat
*boat
*mouse
*blouse
*pig
*wig
*truck
*cat
*hat
she

*sail
her
*tail
*sheep
*rose
*nose
tell
*bell
*shell
*cook
*book
*rake
*star
*witch
*ditch
*rain
*fish
*dish

*fan
*pan
*bear
*pear
*bee
*nurse
*purse
*king
*ring
*no

Around the Corner

just
*our
shadows
monkey
puppy
him
fun
*does
hair
sweater
best
girl
snake
white
stay
bad
dime
nickels

Mr.
*had
pickle
give
game
different
be
T-shirt
new
skate
*cannot
help
night
that
how
bed
catch

let
why
hamburgers
ice cream
pigeon
David
sky
brown
hop
climb
sun
meadow
swim
grass
ran
by
*his

enough
lamb
long
legs
calf
colt
fast
*or
someday
off
am
happy
sat
feel
right
yourself
pull

came
miss
Mary
work
*could
Ting-a-ling
boys
puppets
talk
rest
birthday
money
quarters
*gave
football
Skip Stick
party
day
cross
show

Real and Make-Believe

fire	lark	*asked	years	corner
word	shark	pajamas	know	uncle
imagination	spark	whizzed	think	laughed
hard	flew	slow	same	as
itself	around	much	*across	were
call	wise	next	herself	zoo
hear	far	suit	clover	animals
park	them	time	four-leaf	*sometime
dark	made	there	luck	about
hark	if	space	find	hand
bark	any	another	lost	pictures
then	*would	own	nonsense	*take
so	start	happened	*heard	when
sing	first	*100	*very	well
				read
				else

Mother's Surprise

running	again	spots	already	us
oh	black	every	asleep	sleep

APPENDIX II

Dolch Basic Vocabulary List

This basic vocabulary list contains what are considered to be the 220 words which are most essential to reading skill since they make up from 50% to 75% of all reading matter. The words from this list which do not appear in the Optacon Instructional materials for beginning reading are marked below with an asterisk. The teacher may wish to develop additional materials to familiarize the child with these words, or to use this list in comparing the Optacon materials with other basic reading materials in an individual student's program.

a	call	*from	is
about	came	*full	it
*after	can	*funny	*its
again	*carry		
all	*clean	gave	jump
*always	*cold	get	just
am	come	give	
an	could	go	*keep
and	*cut	*goes	*kind
any		going	know
are	did	good	
around	do	got	laugh
as	does	green	let
ask	*done	*grow	light
at	*don't		like
*ate	down	had	little
*away	*draw	*has	*live
	*drink	have	long
be		he	look
*because	eat	help	
*been	*eight	her	make
*before	every	here	made
best		him	*many
*better	*fall	his	may
big	far	*hold	me
black	fast	*hot	much
blue	find	how	*must
*both	first	*hurt	my
*bring	*five		*myself
brown	fly	I	
but	for	if	*never
*buy	*found	in	new
by	four	into	no

Appendix II (Continued)

Dolch Basic Vocabulary List

not	ride	*thank	walk
now	right	that	want
	*round	the	*warm
of	run	*their	was
off		them	*wash
old	said	then	we
on	saw	there	well
*once	*say	*these	went
one	see	they	*were
*only	*seven	think	what
*open	*shall	this	when
or	she	*those	*where
our	show	three	*which
out	sing	to	white
*over	*sit	*today	who
own	*six	*together	why
	sleep	too	will
*pick	*small	*try	*wish
play	so	two	with
*please	some		work
*pretty	*soon	*under	would
pull	start	up	*write
*put	stop	*upon	
		us	yellow
ran	take	*use	yes
read	tell		you
red	*ten	very	your

Dolch, Edward William. A Manual for Remedial Reading. Second Edition. Champaign, Illinois: The Garrard Press, 1945.